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Class Management and Discipline.

By PRIN. JOSEPH S. TAYLOR, Public School 19, Manhattan.

Class-Room Decoration.

WHY WE DECORATE.

(a) There is, first, the desire to adorn the school-room. All normal persons love the beautiful. Children feel more at home in a room that is tastefully decorated than they do in one whose aspect is plain or ugly. Superintendent Kratz found that out of 2,411 children questioned fifty-eight per cent. mentioned personal appearance as one of the elements which attracted them. Every legitimate effort should be made by the teacher to make himself and the school-room attractive to the child. Neatness in personal appearance and appropriate decoration of the room are such legitimate* means.

(b) But beautiful surroundings are demanded not merely for the purpose of attracting the child in order that he may be successfully instructed in the different branches of the curriculum. There is education of the highest order in the beautiful environment itself. Refinement can never be taught merely by precept. Example, in matters of taste, is far more potent with the child than formal instruction. A neat teacher begets neatness in his pupils. A slovenly teacher finds his untidiness reproduced in his class, and an exhortation from him on tidiness would scarcely be taken seriously by the children.

A beautiful class-room is in itself an eloquent teacher. From the four walls culture is hourly transmitted to the child. His aesthetic ideals are refined, his judgment is cultivated, and he will thus be prepared to enjoy the beautiful in nature and art. It is not depreciating teachers to say that they themselves are in need of the culture that comes from systematic attention to aesthetic details of school environment. Teachers, even those who teach art, are sometimes lacking in good taste, particularly in matters of dress. Intelligent and persistent effort to keep one's self and the school-room tidy and attractive must react and develop one's own aesthetic judgment.

How to Decorate.

Much may be accomplished in school decoration, negatively, by the mere application of the principles of good house-keeping. Window sills covered with empty flower pots, wash basins, and milk bottles can hardly be considered evidences of tidiness and cleanliness. Walls, doors, and desks bespattered with ink do not add to the attractiveness of a room. Neatly painted walls that have been carelessly soiled, or marked, or defaced by the driving of nails betray a want of taste as well as a lack of consideration for another's property. The floors should be kept clear of litter; the blackboard should be washed at least once a day; the mouldings and the work exhibited on the walls should be frequently dusted. In all these matters it is our duty to train the children; and how can we consistently require of them what we ourselves do not practice? The teacher will always find

*It may be added, by way of caution, that to bid for popularity by catering to children's caprices and excusing them when they ought to be punished, is not a legitimate method of attracting them. They themselves describe a teacher guilty of this practice as being "soft." They admire a strict disciplinarian, if to his rigor he adds impartial justice.

willing hands to do this work of tidying up. He need not do any of it himself, but he must assume the responsibility of it and supervise the doing.

The bare room itself should be beautiful. Here the work of the school architect is of the highest consequence. He must consider it his duty not only to render the room hygienic and comfortable by regulating the size, light, ventilation, disposition of seats, etc., but also to make it pleasant to the eye by reasonable architectural adornment and by providing agreeable tints for the walls and ceiling.

The school authorities have in some cities added to the features enumerated above pictures and busts of recognized artistic merit. But where school boards do not feel justified in using public funds for the purchases of school-room decorations, the ingenuity of the teachers must be depended upon to supply the deficiency. Of course they cannot be expected to buy out of their meager salaries works of art to adorn the schools. They will, therefore, be obliged to rely chiefly upon children's work and upon such school property as may have decorative value.

Children's work, however, seldom possesses genuine artistic merit. Yet it has other uses which make it important as an aid in teaching. Good school work of any kind stimulates pupils to greater effort. The teacher's model may be so perfect as to discourage the pupil; but there is always a measurable distance between the achievement of one pupil and his less successful companion. In penmanship, composition, and drawing, very much may be accomplished by putting up the work of the more successful pupils as models.

At the beginning of a term the work of a previous class may be used; but as soon as possible this should give place to specimens produced by the new class.

Work of unusual merit may be put up for the term; but a great deal of work which is only relatively good, tho far from perfect, may be temporarily employed as a stimulus during the recitation period. Work that is put up for the term should have no manifest or glaring errors or deformities. For instance, if a letter is exhibited it should be reasonably accurate as to form and substance. If a drawing or painting is shown, it must not be of a character to offend the taste of cultivated persons. And let it be repeated again—under no circumstances must such work be allowed to accumulate heaps of dust; nor must it be allowed to remain in place after being torn, or curled, or otherwise damaged. Just so soon as work ceases to be beautiful or useful it becomes an offense to good taste.

A modicum of good taste, a liberal use of common sense, and a cheerful spirit will accomplish wonders in making a room attractive without the purchase of expensive pictures.

One of the most effective means for making a room attractive is the use of things that are alive—either plants or animals. In almost any room at the beginning of a term, seeds may be planted and left on the window sill. If the pots are not themselves attractive their deformities may be readily covered up with tinted paper. An aquarium or balanced jar is also ornamental as well as useful. Such a jar should, as a rule, be kept out of direct sunlight. It may be placed on the teacher's desk, or in a room with northern exposure; there is no objection to having it near the window.

In putting up work it is advisable to use tacks sparingly and nails not at all. A small drawing or composition fastened with four clumsy carpet tacks is not an edifying spectacle. If thumb tacks are not available, pins are usually sufficient to hold papers. Where a number of specimens of the same kind are to be exhibited, the papers should be of uniform size and pinned together in strips, which are then suspended side by side.

Care should be taken to have specimens "well placed;" that is, placed with due regard to space-filling, symmetry, and proportion. If a paper is fastened against a panel it should be exactly in the center. I have seen teachers spend much energy trying to get a pupil to "place" his drawing well on paper, who afterwards took the finished drawing and "placed" it very badly on the wall of the class-room.

Much care should also be exercised as to the appearance of the blackboard. Its daily washing is assumed. The penmanship should be large and legible. Here also the "placing" of matter is an item of importance. Matters of a permanent character, like the history of the attendance, should be neatly and compactly kept in a corner. Work of a temporary character should generally be immediately erased. For this purpose it is well to have one or more monitors who attend to the cleaning of the board without waiting to be told.

As a rule, few things should be allowed to remain on the board permanently. The drawing of elaborate grade maps to remain during the term is hardly to be commanded. The space they occupy might be more profitably otherwise employed, for they serve no legitimate educational end. It is a trick of "show" schools to adorn their blackboards in this way. The visitor sees, is astonished, and is loud in his praises of the school, unconscious of the fact that it took the teacher many hours after school to copy the exhibit. Work of this character reflects neither the artistic ability of the teacher, nor the spirit of the real work that is done in the school.

Let every teacher who has not given this matter serious attention make up his mind to start immediately. Let each devote a little thought to the problem of his particular room. Begin with the *negative* items by avoiding, as far as possible, the features that disfigure—the litter on the floor, the spatter on the wall or desk, the display of ugly and dirty objects on the window sills. If you have any pictures, consider well the most appropriate place for each. Then hang them without driving nails into the wall. If you have display work made by your last class, select only the best and again make up your mind to put it up without the use of nails. Take as much interest in making your temporary quarters in the school cozy and attractive as you would if they were your permanent abode. And above all, do nothing to disfigure the rooms, nor allow the children to do anything which you would not do or allow to be done in your own home.

In this discussion I have purposely refrained from any reference to school decoration which involves the outlay of money. The principal or the club or citizens' committee may do wonders and transform a desert school-house into an artistic fairyland. This is the sort of work that is usually described in articles and books on school decoration. But the vast majority of class-rooms in the public schools are dependent upon the resources of the teacher for all the adornment they ever possess. The most attractive feature in any room is, of course, "the ornament of a meek and quiet spirit" possessed by the teacher. But in addition to this he may embellish the plain walls of his room, cover up deformities, and make vacancy eloquent with suggestion by the use of the simple means I have endeavored to point out.



[The series by Dr. Taylor of which this article forms a part began in THE SCHOOL JOURNAL of October 25, 1901. There will be two more articles to complete it. The publishers have agreed to publish the whole in a book to be issued early next fall.]

Education for Citizenship—I.

By CHARLES DEFOREST HOXIE, Author of "Civics for New York State."

In its larger sense all public school education is education for citizenship. The state educates its units that it may have units of sufficient intelligence to maintain the state. In a more limited sense a special kind of education is needed by the citizen who would do his full duty as a member of the state. This special education for citizenship is of first importance in a republic like ours, where great policies are often determined by the masses of the voters. Such special education is now acquired, if at all, for the most part outside the school-room. What are its elements? How far should they be supplied by the schools?

Of first importance in our education for citizenship may be placed a working knowledge of the machinery of republican government. This does not mean that every voter is to be familiar with all the technical details of law-making and enforcement. But it does mean that every citizen ought to have such a working knowledge of governmental machinery as will enable him to move intelligently, to secure the repeal of a bad law, or the enforcement of a good law, or to secure the enactment of any statute demanded by the people of his town, city, state, or the nation. What does such a working knowledge of governmental machinery involve?

It involves, first, an appreciation by the voter of the vital fact that in our democratic republic the machinery of government is operated almost exclusively by the representatives of political parties; secondly, that the citizen who would be more than a tax-paying cypher in his community must ally himself with some political party; and, thirdly, that to work effectively in and thru a political party he must have a practical knowledge of how parties work.

How does the disinterested voter of average intelligence now acquire these fundamental conceptions in the working equipment of good citizenship? He acquires them, if at all, usually as the result of repeated failures and hard experience long after he has finished his school education.

We will suppose that the voter lives in the city, and that he desires the regular, prompt, and careful disposal of his ashes and garbage—a very prosaic want, but one vital to the health and comfort of every householder. He finds, perhaps, after he has made repeated complaints to contractor, inspectors, or even to the mayor of his city, that he has not such a working knowledge of governmental machinery as will enable him to secure the performance of this simple but necessary public function. Does he sit down in disgust and bewail "the failure of popular government," or does he begin to study the reasons for this so-called "failure"? If he study intelligently he will soon discover that the machinery of government in his city is operated not by individuals acting on their own responsibility under the law, but by individuals acting largely as the representatives of some political party with its peculiar requirements.

He discovers, if he is to have any appreciable influence in the enforcement of the law in his city, that he must act thru this or some other political party. He next discovers that the first public revolution of the wheels of his city government takes place in the party primary or caucus. He has now reached the fountain head and source of democratic government, a fountain whose thin, generating stream runs back to the hoary antiquity of the free assembly of the Greek gentes, whose later Teutonic springs gushed forth in the dim forests of ancient Germany, where by clash of spear on shield the progenitors of our present-day Anglo-Saxon democracies made known the will of the people! Yet is there any place that the average citizen more cheerfully shuns than his party primary? Is there anywhere that he more confidently expects to be hoodwinked and tricked? And no wonder. He has left "politics," the birthright

of every American citizen, so long to the "machine politicians" that he find it no easy thing to get his hands on the controlling levers.

If the citizen is wise, after his first experiences in his party's primaries, he either stays at home, submits meekly to the odiferous garbage receptacle and the ashcan nuisance, and pays his taxes without grumbling; or he organizes the decent elements among his neighbors and goes into the primaries determined to obtain control of the party machine.

It is not necessary to recount the triumphs and defeats of "citizens' movements" in their struggles with the trained politicians. The history of political and municipal reform is replete with illustrations. Suffice to say that our garbage-hating citizen soon discovers that "eternal vigilance" is the price of doubtful victory over the "politicians." He sometimes feels that the price is too high to pay even for clean garbage barrels. In the political arena, as in the ring, the odds are against the amateur. The citizen finds that he is fighting an uphill fight in the old-fashioned caucus and primary. He begins to cast about him for some kind of "primary reform."

We will leave the detailed and regular progression of our citizen's education in the elements of civil government for a glance at the so-called Direct Primary. Readers of THE SCHOOL JOURNAL are doubtless familiar with the outlines of this excellent system of primary reform already in successful operation in Minnesota and some Southern states. It is enough to say that under a system of direct primaries, the citizen, as he goes to register his name for the general election, casts then and there a secret ballot expressing his choice for his party candidates, to be voted for at that election. Thus, if a mayor is to be chosen, the citizen has handed to him a ballot containing the names of members of his own party who desire to become its nominee for mayor, and who have secured the signatures necessary to get on the primary ballot. The citizen takes this ballot, marks the name of the one whom he wishes nominated, and drops the ballot into the primary box, which is in charge of the regular election officials. The man who thus receives most votes becomes his party's nominee for mayor.

It is needless to say that such a direct primary reduces "machine politics" to a minimum; that it secures the nomination of men thought to be most desirable by the rank and file of the voters; that it prevents the manipulation of the caucus and primary whereby unfit nominees are forced upon the respectable elements of a party; and that it is the direct application of the first great principle of democratic government—the rule of the majority—to the fountainhead and source of that government. So successful have been the direct primaries in interesting the citizens of Minnesota in good government that the total vote in the St. Paul primaries a few days ago was almost, if not quite as great, as the vote cast in the last regular city election.

The citizen who learns thru the caucus and primary to secure the nomination of able and honest men for public office has taken a most important step in his education for citizenship. Indeed, is there any step more important? He is now ready to consider, in a practical way, the desirability or undesirability of proposed specific legislation under our constitutional form of government.

But what has all this to do with education in the schools? Just this. The schools must teach enough of the workings of governmental machinery to make the coming voter feel, instead of having to learn by long and hard experience, the importance and necessity of his taking an active part in politics,—in other words, an active part in the public affairs of his community. They must also teach enough of American political history and of present-day problems to enable the coming citizen to make intelligent choice of the political organization thru which he must mainly work as a vital unit of the state. Such teaching involves a careful consideration of subject matter and methods.

Promotion to the High School.

By H. C. KREBS, Somerville, New Jersey.

The very excellent principle to the effect that a pupil should be given the opportunity of pursuing high school studies as soon as he is capable of doing so, is quite generally subscribed to by school men. Yet in actual practice it is so hedged about with traditions and examinations as to be practically inoperative in many instances.

For example, the *quantity* superintendent or principal insists that pupils are not prepared to undertake the higher branches until they shall have covered the traditional grammar school subjects from beginning to end. In the endeavor to attain to the "thoroughness" deemed necessary for this purpose a year or two of the pupils' school life is practically wasted. The fourteen year boy, incapable of grasping the logic of history, is kept grinding over that which is beyond his comprehension until he has memorized enough to gain seventy-five per cent. in the final examination; while two years before that he could have enriched his mind on a few of the high school subjects, and at sixteen have undertaken his American history understandingly and effectively.

The average grammar grade pupil is not developed far enough for the successful intensive study of any subject; and why he should be kept from attaining the necessary power and then be set to work thereon seems inexplicable.

He who looks on the grammar school pupil from the standpoint of mental power and enthusiasm does not ask primarily, "Has the pupil completed all the grammar grade subjects?" He asks rather whether the pupil exhibits sufficient acumen and ability to make it reasonably certain that he can pursue high school subjects with success. If the answer is in the affirmative, the pupil enters the high school forthwith.

The examination test for entrance from a grammar to a high school is objectionable for several reasons. In the first place, it presents an almost irresistible temptation to the grammar grade teacher to teach quantity, to cover the ground mapped out, rather than to attend first and foremost to the mental development of her pupils. Further, the boy who has the ability but happens to have missed a portion of the text-book, fails in the examination and is not promoted. The examination tests quantity, but it cannot test power. The teacher and the principal, by careful observation of the daily intellectual activity of the pupil, can tell better than any other person or any written examination whether the pupil is ready to enter upon higher studies. Their judgment is not infallible; but it is the most accurate criterion possible under the circumstances.

During the past two years thirty per cent. of our seventh grade pupils at Somerville were promoted to the high school without having covered all the eighth grade subjects, without examination, solely on the judgment of principal and teacher. We believed them to possess the development necessary for the successful pursuit of high school studies.

The results are now apparent. The thirty per cent. promoted two years ago to the high school made as a whole a record considerably higher than the average of those promoted from the eighth grade. Only one pupil failed to do his work properly; and in his case an unusual retardation of mental growth was evident, which could not be foreseen at the time of promotion. These same pupils are now in the second year of the high school, and almost without exception are found in the upper fourth of the class.

The thirty per cent. promoted from the seventh grade to the high school last year are showing precisely the same progress as their predecessors, with this difference, that there is no exception in their standing. Every pupil is near the average of the class or higher.

All these will graduate a year earlier than in the natural course of progress. They are experiencing the

joy of achievement. More of them will find their way to higher institutions of learning than would be the case if they had been kept a year longer in the grammar grades. The possibility of promotion from the seventh grade to the high school has stimulated the pupils of the seventh grade immensely.

Instead of being more rigid in our requirements for admission to high schools let us be more liberal in receiving the bright pupils of the grammar grades. Let us look for mental power, and not give so much attention to ground covered or facts accumulated. The school exists for the best interests of the pupils, and not the pupils for the school.

The Schools of Porto Rico.*

By Major GEO. G. GROFF, late President of the Insular School Board and Superintendent of Public Instruction in Porto Rico.

The climate of Porto Rico is that of perpetual summer, but a cooler summer than that of the Northern states. Sunstroke and heatstroke are unknown. There is nothing in the climate injurious to the white race. There are no peculiar tropical diseases. Insects and reptiles are very scarce.

The population is 951,000, or 260 to the square mile. The people are the whitest race in the West Indies. It is cosmopolitan—all the nations of Europe and America being represented, Negro and Italian blood also being in evidence.

The people are mild-tempered, generous, teachable, courteous, peaceable, honest, industrious. Agriculture is the leading pursuit. The people are in the main very poor. The wage of a laboring man being from thirty to fifty cents per day.

About 21 per cent. of the adult population is able to read and write. About one child in ten is in school. In 1899, 426 Barrios (townships) were without schools at all.

¶ Peculiarities of the Spanish educational system were as follows:

There were no school-houses yet there was a theater owned by every town; there was no uniformity of school books, no desks or school appliances of a modern kind. Teachers generally had the most meager attainments. The schools were wholly ungraded; much of the teaching was done by pupils; there was no limit to the number of pupils to be received by a teacher, cases where 150 were attached to one teacher being discovered; there was practically no discipline and the pupils studied aloud. Mr. Hill writes: "The teacher gathered about him ten or more of the pupils and the rest did what they liked. I do not know how to describe the method they used. I had never seen it before. All I know is that the pupils studied at the top of their voices, and the teacher added his full share to the confusion." Male teachers frequently smoked while teaching, and lady teachers drank tea and lunched during school hours. Most of the schools were held in "propriety," that is for life. Teachers had the right to employ substitutes permanently. In this manner a teacher could possess more than one school. Schools were supposed to be open twelve months in the year, and six days in the week, but closed on Sundays and holidays.

There were no regular hours for opening and closing school; much time was spent in giving religious instruction. Teachers and other families resided in the school-houses. Co-education was unknown even among the youngest children. A man could not teach girls, and there were no rural schools for girls. Teachers occupied a low social position and their salaries were the last paid in the municipalities, cases being discovered where there were arrears for salaries for from five to ten years. In these cases teachers supported them-

selves by means of fees which they collected from all the pupils that were able to pay. Children who paid no fees received meager instruction. Payment of teachers' salaries was commonly in orders upon the store of some favored merchant, where discounts of from 20 to 50 per cent. were exacted. In examinations both pupils and teachers expected to be informed several days beforehand of the questions, teachers even wrote out answers for pupils. Politics ruled in school as everywhere else.

All these peculiarities were abated at once and without resistance by the military government, and the schools are believed not to have been closed a single day on account of the change of government.

Beginning Jan. 1, 1899, under the advice of Gen. John Eaton, the military government besides correcting all the evils above enumerated, in the fifteen months of its existence, accomplished the following results:

The schools were graded. The teachers were honestly examined and licensed. Teachers were deprived of "propriety" in schools but were given license for four years, following a rule observed with other people having vested rights. A school term of nine months having holidays on Saturday was established; religious instruction in schools was disallowed, and church holidays abolished, regular daily school hours were established. The rural schools were opened to girls. Suitable text-books were selected, translated, and placed in the schools to the number of over 100,000 copies. A teachers' manual explaining modern methods of teaching, and on topics of pressing importance was issued once and twice a month. Teachers, for the first time, were paid promptly and in cash. A model school was erected, the first public school-house in the island and equipped with modern furniture, and with a faculty of eight instructors all of whom spoke both languages. Several thousand modern desks were secured and distributed. A kitchen garden and a kindergarten, and a teachers' training school were opened. A chemical laboratory was equipped with modern apparatus and thoroughly competent teachers placed in charge who gave the first laboratory instruction given in the island. The number of pupils to a teacher was limited to fifty. Discipline was enforced in all the schools. A pedagogical museum was started (suggested by the present resident Commissioner Degetau), an American library and a pedagogical library, opened with several hundred volumes. An American flag was placed upon every school-house and a map of the United States on its walls.

Washington's birthday was observed in all the schools with appropriate ceremonies in 1899 and 1900. Hundreds of photographs of American localities as well as lithographs of Washington, of Grant, and McKinley were distributed in the schools. An American school was opened at Ponce, in which the only instruction was given in English. The Society to Aid the Children of Porto Rico was established, and the Society for the Prevention of Cruelty to Animals reorganized. Corporal punishment was prohibited in all the schools. Forty-eight native teachers were sent to summer schools in the states. Seventy-four American teachers were imported to teach English and assist the native teachers in learning American methods of instruction. Most of these teachers are still on the island. The native and American teaching force was sifted and the most incompetent and unworthy gotten rid of.

The island was divided into sixteen districts and after great efforts and many failures, sixteen fairly competent American supervisors were secured who were working well at the close of the military government, and thirteen of the same are still employed.

Institutes were planned for the summer of 1899 and 1900 in each of the sixteen districts. Illustrated lectures describing scenery and historical events of the United States were particularly enjoyed by the native teachers. The sessions were of two to five days in each

* Abstract of paper read before American Social Science Association, Washington, D. C., April 25, 1902.

district. Altho a large number of schools were in session during the time the institutes were held, yet 374 teachers registered, representing 54 per cent. of those engaged during the year.

Teachers' and superintendents' conventions were held in San Juan. Normal and industrial schools were planned, but only the former were opened for lack of funds and the impossibility of securing teachers who could work in both Spanish and English. The industrial school required by law to be established has not yet been opened after two years of civil government.

Plans were inaugurated for the distribution of school supplies. Blank forms of all kinds were prepared in the two languages. The first women in the public service of the Island were employed in the school department at San Juan. Reports of the school system under the Spanish and under the military government were prepared which will remain an important source of information concerning these periods of the island's history.

To accomplish all this work in one year's time after its actual inauguration required Herculean efforts. Then there was the hurricane of August 8, 1899, which caused the instant death of 2,000 people, and was followed by a loss of life amounting to probably 20,000 as a direct result; all telegraphic communication was destroyed, and transportation interrupted for many months. The houses in the country which might have been used for school-houses were all demolished. Besides, there was the difficulty of securing proper text-books; translators and publishers could not furnish them as fast as they were needed. The natives could not understand the new educational system so different from that which they had been accustomed to, and so it was difficult to win popular support and get the teachers to take hold rightly.

To Gen. Guy V. Henry belongs the honor of beginning the reform of the Porto Rico schools. Gen. Geo. W. Davis wisely continued and sustained the work, and Gen. John Eaton wrote the first school law of Porto Rico, which changed the Spanish school system to an American one. General Eaton did not remain to put his law into operation. This was done by his immediate successors, who aided by the military governor, General Davis, introduced such modifications as experience showed to be necessary to its smooth working.

The legislature of the island at its first session adopted a new law, leading features of which had been recommended by the military governor, Gen. Geo. W. Davis, to the honorable secretary of war in his letter of Feb. 26, 1900, in which letter he also recommended an appropriation for school houses of \$785,000 of which sum President McKinley later gave \$200,000.

We ought not to omit credit due to the seven members of the Insular board of education, who fully and cheerfully co-operated in all things in the Americanization of the schools, when they had it fully in their power to stop and embarrass proposed changes. They never placed a single obstacle in the way of the system, tho they did complain of the slowness of the Americans in opening the schools; on the contrary, they cheerfully gave their time to advance the interests of the children of the island.

The work of education has been considerably retarded by the many changes in the head of the department of education. Under the military government six gentlemen presided in a period of eighteen months, while under the civil government less than two years established, there have already been three heads. No stable progress can be made, if these changes are continued.

On May 1, 1901, when the civil government went into operation, there was in Porto Rico an American system of schools, in complete and harmonious working order, as in Massachusetts or Pennsylvania. The growth under the civil government has been commendable, but the tree was planted, fertilized, braced, and had started into

vigorous growth, when the change in administration came.

The military government bore the odium of destroying old institutions and long established customs. Of closing the Institute and the Girls' Normal school, the only institutions of a higher educational character in the island; of depriving the teachers of their life tenures in their schools; of taking away from them their private fees; of abolishing the church and the annual feast holidays.

This long, hard, trying work had to be done at a period, when no information was in any way obtainable concerning the population, illiteracy, and the most natural divisions of the island for supervising districts, means and routes for distributing school supplies, the sentiment of the people in regard to the introduction of American methods and American teachers; concerning co-education, the grading of the schools, etc. But the work was accomplished, and the educational craft, hav-



Miss Louise Connolly, Supervisor elec* of Public Grammar Schools, Newark, N. J.

ing sailed thru unknown seas, tossed by tropical storms, with an untried and uncertain crew, without stars or compass to guide, passed safely into smooth and known waters, refitting and shipping such new crew as was necessary, and having charted the unknown seas traversed, was by the military authorities passed over to the new civil government, in complete sailing condition.

Educational Needs.

1. Instruction in agriculture and horticulture, until the island raises its own food, and until every peon raises his own pig, goat, poultry, and has his own garden.

2. Instruction in personal, domestic, and municipal hygiene. This is at present more important than to know how to read and write.

3. Practical instruction in specific trades in order that every one may become a producer. They understand how to make Panama hats, mats from the cocoanut fiber, cigars, and sugar. Every natural product should be prepared for the consumer before it leaves the island. The people need to be taught thrift and healthful outdoor games. 300,000 children who should be in school are not there. The island is too poor to provide for them. The national government should turn over for a school fund all the public domain yet remaining on the island. This would yield probably \$1,000,000. There would still be a chance for some American of means to make the experiment of Americanizing the best race in the West Indies. This could be done by founding a school fund of \$5,000,000. The people are intensely anxious to become Americans and would respond to all efforts made to aid them.

Letters.

To me the announcement of the death of Colonel Francis W. Parker came as a sad message. To me he was ever an inspiration. Colonel Parker stood for child-right and child-freedom. He believed there was good in every child, and if this was properly nurtured and developed that the result would be manhood and womanhood in the true sense.

He was kind, forbearing, and patient to all who were striving toward individual freedom, and were willing to accord this to others.

That there should be antagonism to Colonel Parker's theories and methods is perfectly natural. He was a pioneer of the heroic mold. He was always in the vanguard, ever striving to find the better way. Some one has said, "He brought things to pass," and so he did; but he himself considered all he accomplished only a beginning of greater things yet to come.

Colonel Parker's influence lives, his work is a heritage for all time to come. I would place on his bier the gratitude flowing from the hearts of thousands of teachers all over our land, and would inscribe on his monument, "The friend of the children." D. MATT. THOMPSON.

Statesville, N. C.

Readers of THE SCHOOL JOURNAL will learn with regret of the recent death of Mr. Charles L. Howard, late principal of the Columbia school at St. Louis, and an occasional contributor to these columns. Mr. Howard was well known as a school man of strong convictions and progressive ideas. His work as principal is thoroughly appreciated in his own city, which his sterling worth as a man made the sphere of his influence a broad one. He was almost idolized by the children of his school, and was never too busy to have a word for them. His constant thought and purpose was to help them in every possible way. He sought to fill their imaginations with noble ideas and ideals and to widen the range of their view of life. He believed that children should read what they enjoy reading and he always found that under wise direction they prefer the good to the bad.

Mr. Howard's school was a marked one, its reputation spreading beyond the immediate locality. His purpose to serve the children as best he knew how told, and results have shown the wisdom of his judgment. He will long be missed in St. Louis, but the Columbia school stands as a worthy monument of his labors. C. G.

Not Surprising.

No one should be surprised that Colonel Parker passes away with few to do him reverence. He set out with all his might to reform education. Who loves the reformer? Of all persons the teacher and preacher hate reformers in their ranks. It was a hundred years after the death of Rousseau before the teachers recognized the enormous contribution he made to educational science.

We must admit there is dense ignorance concerning education. People know there are schools and teachers, but whether the latter proceed according to ascertained principles is not known, nor even made a matter of consideration. It is a question of quantity, as we all know. "Has he finished the first, second, or other grades?" is the first thought when a pupil's knowledge is under examination.

Colonel Parker declared that education must not be a quantity but a quality question. "What is the condition or state of mind of the pupil?" should be asked.

The dividing of schools into grades has helped foster the idea that one who accumulates a certain amount of knowledge is educated. Every year we hear of persons who are coached so as to pass an examination and obtain diplomas. This is a certificate that they are educated. In England they examine concerning religious beliefs. One boy asks another, "Are you up in your religion yet?"

Once no college would allow a young man a diploma

unless he had studied Greek. President Eliot was the first to be willing to graduate one who was ignorant of Greek. This was an announcement that education did not depend on quantity in Harvard. It was a great step. The colleges for many years would not give the B. A. degree to one who took science in the place of the dead languages, but many colleges have now given way on that point.

The conclusion that any clear thinker must come to is that Colonel Parker attempted to realize the idea that education is a certain state or condition of the mind; it is a certain attitude toward the world. The stereotyped effort of the teacher was to drive in certain facts.

An entire day was taken up by the New York State Teachers' Association some years ago detailing methods of teaching the multiplication table. The supreme question is not how to get the table learned, but how to get the pupils interested in the table, how to cause a mental growth by exercising them on the table.

Before Colonel Parker appeared on the scene many articles were printed in the columns of your paper that helped raise the teacher from the degraded position of lesson hearer to that higher one of mind developer. On this point Colonel Parker was strenuous. No one is a teacher who stops on the quantity ground. Colonel Parker demanded that the teacher in all grades, in all schools, should aim at a mental condition, a thing apart from mental furniture. The life may be profoundly affected by the exercises in one school, and scarcely a ripple caused on the surface in another.

Utica. J. WALES FRENCH.

Professional Jealousy.

No one can attend a gathering of teachers without noticing that those who have taught ten years or more are extremely jealous of others of less experience who undertake to express themselves on educational subjects. This emotion betrays itself in various ways.

In one institute which was held for a week I observed what seemed to me rather strange—that when one of the conductors spoke the principal of a large school was invariably absent. I said to him casually, "Mr. —— brought out several excellent points this morning." The principal replied, "O —— really does not know very much. I have been acquainted with him for years. He thinks he is smart, however."

Afterward I found that this principal had applied for the appointment of conductor, but he had been unsuccessful. He took a mild sort of and rather petty revenge, too, on the superintendent by not attending the lectures of the successful conductor.

A certain city superintendent, a man of recognized ability, received his appointment thru political influence. The principals of three schools united forces to thwart him; they laughed when he asked questions of their classes, and tried in every way to make him feel uncomfortable. They kept up the annoyances until the superintendent proposed to appoint a "supervising principal" and each of the antagonists wanted the post. Personal considerations changed their jealousy into what they tried hard to give the appearance of friendship, but the superintendent saw thru their purposes. It is needless to say that not one of the three got the place.

In a school where I once taught the vice-principal was jealous of the principal and showed it whenever he thought it safe to do so. We often received typewritten notices from the principal. If the vice-principal happened to be near a teacher when she received one of these notices he would take it gingerly out of her hands and say sarcastically, "Another of 'em. Look out; it will go off." Then he would comment. "Well, decent English this time, sure as your born. Improvement." The spirit of the insinuations of this man was evident; it revealed a mean disposition.

Small hateful remarks and unkind actions are unworthy the teacher's high calling. LINCOLN GRANT.

Albany.

SUMMER TRAVEL GUIDE

The long summer vacation gives the teachers of the United States, numbering over 400,000, an opportunity to see some of the wonders of the land in which they live. Teacher tourists increase each year, and there is no part of the country where they may not be found during July and August. This summer many attractive trips have been arranged in connection with the National Educational Association convention to be held in Minneapolis, July 7-11.

The American Institute of Instruction will meet at Burlington, Vermont, this year, and an enjoyable time in the Green Mountain State is promised in the way of scenery. Those who attend any of the numerous summer schools which are open during vacation will also have an opportunity to become acquainted with the scenery where the schools are located. Vacation outings add largely to the new interest which the teacher carries back to her fall work.

The Environs of Minneapolis.

The enthusiastic cyclist finds many congenial spirits in Minneapolis; for level streets and gentle grades make wheeling easy, and the cycle paths along the boulevards connecting the parks are charming in their scenery.

It has been the policy of the park commissioners to establish many small parks in different parts of the city rather than a few large ones. Riverside park along the bluffs below St. Anthony falls affords beautiful views of the river, while Minnehaha park has the falls, and the ravine below opening out upon the river as its most attractive features. The clear waters of Minnehaha creek fall vertically from the overhanging ledge of limestone with a beautifully rippled surface, like the soft waves of a young girl's hair.

These two parks are on the level height bordering the river, while Farview and Loring parks are on the margin of the morainic drift hill region. A picturesque little tower in Farview park commands a beautiful view of the city; while Loring park has a fine statue of Ole Bull placed there by the Scandinavian citizens of Minneapolis.

Lindale and Interlaken are the most beautiful, and probably the most frequented, of all the parks of the city. They lie between and bordering upon lakes Harriet and Calhoun, in the heart of the drift hill region. At Lake Harriet a pavilion with stage built out over the water makes excellent summer entertainments possible. Row boats in any number may be rented for a trifle, and there is nothing more delightful than to glide in and out among the shadows on a moonlight summer evening, listening to the music that floats across the water.

A beautiful drive and cycle path connects the entire chain of lakes in this part of the city, and Minnehaha boulevard follows the creek in its winding course from Lake Harriet to the falls. Another delightful cycle path winds thru the woods along the river bluffs on the east side, from Lake street bridge to Franklin avenue bridge.

Como park, belonging to St. Paul, but equally accessible from Minneapolis, is a very beautiful spot. And there is an excellent cycle path connecting the two cities, St. Paul and Minneapolis, a distance of about twelve miles. Every one who visits Minneapolis, should see her twin brother Paul. Summit avenue, St. Paul, is one of the most beautifully located streets in America, and the homes of Mr. J. J. Hill and other millionaires are worthy of their setting.

A very delightful afternoon may be spent by first visiting Minnehaha falls, then at the mouth of the creek taking the little steamer that plies between that point and Fort Snelling, about five o'clock, when it starts on its homeward trip to St. Paul. The narrow, geologically recent gorge of the river is very beautiful, and Fort Snelling is finely situated at the junction of the Minnesota with the Mississippi. Here the river valley widens out



Dr. Wm. M. Beardshear, President Iowa State Agricultural College, Ames, Iowa.

President of the N. E. A., 1901-2.

suddenly with a grand sweep of contour lines; for the newly-cut gorge of the Mississippi opens into the great pre-glacial valley of the Minnesota-Mississippi, that once carried the waters of the Lake Winnipeg region, and of Red River of the North, to the Gulf of Mexico.

Arrived at St. Paul, Summit avenue is easily reached, and after a stroll along this stately thoroughfare, looking down upon the river, an hour's ride on either of the interurban trolley lines will bring one back to Minneapolis still early in the summer evening.

Lake Minnetonka is the favorite summer outing ground for Minneapolis, and a day spent upon its waters makes a delightful diversion for the summer visitor to the Flour City. Suburban trains pass back and forth frequently, stopping at each of the many



Minnehaha Falls, near Minneapolis.

clusters of cottages that have been dignified with names, giving charming glimpses of fields and woods and waters; and once arrived at the lakeside, steamboats and launches are at hand to show one the beauties of the Minnetonka.

Another out-of-town attraction easily reached from Minneapolis is Lake Pepin, an expansion of the Mississippi caused by the deposit of sediment at the mouth of the more swiftly-flowing Chippewa river. The *Minneapolis Journal* annually gets up excursions down the river to Lake Pepin, thru the most beautiful scenery on the upper Mississippi. They are well managed, so that crowding and discomforts of all kinds are avoided. They leave at a comfortable hour in the morning, and return at a reasonable time in the summer evening. The itinerary of one of the last summer's excursions was as follows: rail to St. Paul, thence by steamer down the river to the outlet of Lake Pepin, where the excursionists disembarked and took train for home. The homeward journey by rail carries the passenger thru some picturesque pre-glacial river channels, which the thin drift of the region fails to bury out of sight as in Minneapolis. The views of Maiden Rock and of other points along the lake are even more beautiful as seen from the car window than from the deck of the little steamer.

But the one excursion that should be enjoyed by every visitor to Minneapolis, even if it be to the exclusion of all others, is to the Dalles of the St. Croix. A brief account of this wonderland of the Northwest, was given in a former number of *THE SCHOOL JOURNAL*. After a two hours' journey over a gently rolling country, passing glacial lakes in many stages of their history, the train plunges suddenly into the magnificent gorge of the St. Croix, with its densely wooded, terraced slopes.

The advance and retreat of the ice sheet that for so many ages covered the northern part of our country involved many shifting and readjustments of drainage courses. As successively higher and higher outlets were locked by the advancing ice, or lower and lower ones unbarred in the retreat, the waters of the great lake region found their way to the sea by this channel or that; and at one time, immediately after the glacial period, when Lake Superior stood three hundred feet higher than at present, it drained southward into the Mississippi by way of the Moose, Kettle, and St. Croix river valleys. It was at this time that the greater part of the cutting of the Dalles took place.*

These consist of a narrow passage cut thru a succession of ancient lava flows, which can be followed, layer above layer, to a height of more than three hundred feet above the river. This Keweenawan diabase was regarded as a dike formation until a careful study of the region by Dr. C. P. Berkey established its true character.

Along the river margin and high above its present level, there are wonderful pot holes, circular cavities worn by the swirling of stones round and round upon the rock in some eddy of the water. Nowhere in the world can such erosion forms be seen in greater perfection than at the Dalles of the St. Croix.

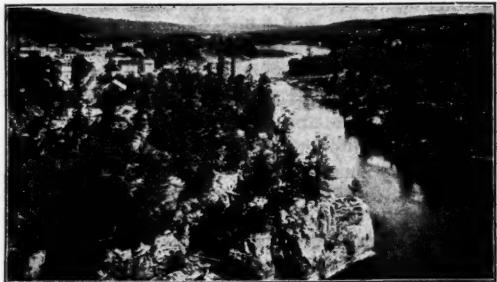
The vertical cliffs of the columnar diabase, honey-combed by the singular pot holes, the contrasting sandstones and other sedimentary rocks of the neighborhood, the heaped up glacial deposits, grey till from the northwest overlapping red till from the Lake Superior region, the terraced slopes of the river valley with its rich mantle of vegetation, all combine to produce scenic effects of peculiar interest and charm. The place is so unique and so wildly beautiful that it has been set apart as an inter-state park by Minnesota and Wisconsin. The enthusiastic park commissioner, Mr. Hazard, never tires of showing its pot holes and its imitative rock forms, its fascinating nooks and corners to those who will follow his guidance.

After a delightful day spent in this wonderland, one may return as he came; or, better still, take steamer

and enjoy a beautiful trip thru the Dalles and down the river to Stillwater. Thence he may return either by rail to Minneapolis, or by trolley line to St. Paul, and so home.

A Day at the Dalles.

Among the many points of interest in and about Minneapolis none possesses greater attraction, especially to the student of nature's wonderful works, than the Dalles of the St. Croix river at Taylor's Falls. Here the states of Wisconsin and Minnesota have set aside some four hundred acres upon both sides of the river, as an inter-state park, and landscape architects have been directing



Dalles of St. Croix.

such work upon the tract as is necessary to protect nature and render the park attractive.

For some distance above the Dalles the river is a series of rapids, but where it divides the park it flows smoothly between high rocky banks, whose peculiar formations are strikingly picturesque.

Geologists claim that the strange scenic effects at the Dalles are the result of two causes: the first, a great outburst of lava; the second, an enormous glacier that covered the country. When the glacier melted the stream formed forced its way across the lava bed, and for eight thousand years or more has been cutting its way downward thru the obstruction.

The rock thru which the river cut its course is very hard, and while affected but little by ordinary weather, the action of frost and the erosion by the river, have produced quaint and interesting effects. One peculiarity of the river action appears in the numerous regular holes like cisterns scattered about over the more level places. These range from one foot to ten feet in diameter, and from six to ninety feet in depth. Their presence demonstrates the existence of rapids at some period in the past, fully sixty feet above the present surface of the river.

One of the most striking of the rock formations is the profile known as the Sentinel of the Dalles, which is said to be the most perfect bust and face of rock known. It strongly resembles the profile of Washington, and may be seen plainly from the river or from the rocks on the opposite shore. Other conspicuous formations are Pulpit Rock, occupying a high point on the bluff, and below it the Devil's Chair, both imposing columns.

The Dalles may be reached from Minneapolis by rail in about two hours, and one day will suffice for the trip and a cursory view of the picturesque scenery, altho satisfactory hotel accommodations at the village render a longer stay possible.

The round trip railroad fare is \$1.80. Should time permit, a visit to the Dallas may be made more pleasurable by taking the river steamer for a ride down the river between wooded cliffs to Eagle Point and return.



Sentinel of the Dalles.

*See Geology of Wisconsin, Vol. I, pp. 883.

Notes of New Books.

One of the most practical little books of the present year is a series of *Shakespearian Synopses*, consisting of arguments of the plays of Shakespeare. The story of each act of each play occupies about a page of the small "Handy Information," and the summary is useful to the teacher who needs to keep familiar with the various plays, as well as to the lay reader who wishes occasionally to recall school-day acquaintance with Shakespeare and has little time at his command. (Thomas Y. Crowell & Company, New York City.)

The Four Place Logarithmic Tables, containing the logarithms of numbers and the trigonometric functions, arranged for use in the entrance examinations of the Sheffield scientific school of Yale university. Dr. Percy F. Smith has arranged these tables on the basis of Dr. C. Bremiker's admirable tables. They differ from those in ordinary use in dividing the degree into tenths and hundredths in the place of minutes and seconds. For practice, this is a much more convenient system and conduces to rapidity; but in actual field work it will call for a regradation of instruments. The paper is substantial and the form of the tables makes them convenient for use. (Henry Holt & Company, New York.)

Elementary Calculus, a text-book for the use of students in general science, by Percy F. Smith, Ph.D., professor of mathematics in the Sheffield's scientific school of Yale university. The present methods of study of the exact sciences demands the most thoro grounding in mathematics, advanced as well as elementary. Indeed, many courses in physics are little besides pure mathematics involving the calculus. To prepare students to pursue these courses to advantage, Dr. Smith has written this little manual. It begins with the principle of graphic as showing the meanings of functions, and then gives the place of limits. He next shows how to differentiate the most important forms of differentials and to solve the various values. Finally, he gives a brief explication of the reverse process, that of integration. (American Book Company, New York, Cincinnati, and Chicago.)

Analytical Psychology, a practical manual for colleges and normal schools, presenting the facts and principles of mental analysis in the form of simple illustration and experiments, with forty-two figures in the text and thirty-nine experimental charts by Prof. Lightner Witmer, of the University of Pennsylvania. The purpose of this manual is to base psychological study upon experiment, so making it practice in true induction. It begins with showing the combination of apperception and sensation to develop the perception and several very striking experiments are given to show the part taken by the mind itself. This is followed by the elements which make attention and a careful development of the plan by which attention can be cultivated. Under association, large space is given to the discussion and numerous experiments are described which show how much experience has to do with sensations, perceptions, and reasoning. The methods by which sight and touch give us the perceptions of space are fully treated, and the experiments show the value of binocular vision and touch at various points to give our conceptions of distance and form. Finally the processes of psycho-physiological analysis are fully and clearly discussed so as to show the intimate relation of the mind and body thru the medium of the brain. The figures and charts are clear and striking, and the series of color charts to show how colors are varied by contrast, is of special interest. (Ginn & Company, Boston & London.)

With *A Graded List of Poems and Stories*, by Charles B. Gilbert and Ada Van Stone Harris, the teacher has a useful means toward developing literature in her classes. Poems and stories for each of the eight years in school are suggested by these two educators whose wide experience with young people in teaching enables them to select wisely from the vast storehouse of good things in English and American literature. The list was purposely made large in order to give every teacher a broad field for selection. (Silver, Burdett & Company.)

Nos. 149 and 150 of the *Riverside Literature Series* are from Ouida and Shakespeare. No. 149 is "Twelfth Night" with notes by Helen Gray Cone. No. 150 contains Ouida's two charming stories "A Dog of Flanders," and the Nurnberg Stone." The stories are most appropriate for class-room use with pupils of grammar grades. (Houghton, Mifflin & Company, Boston.)

How to Make Baskets, by Mary White. In getting up this book the author has spared no pains to present the subject of basketry in all its aspects, with different materials, as simply and comprehensively as possible. Objects are studied from a

mat to a seemingly rather complex basket, yet the progressions are so clearly put that the learner will find himself master of the weaving art in an incredibly short time. The work that is done along these lines by school children astonishes those outside the secrets which are disclosed in the book. The ambitious teacher with aspirations toward raphia, cane, rattan, or rush work will find this volume an intelligent guide. (Doubleday, Page & Company, Price, \$1.00.)

One of the most charming things in the musical line that has come to hand for some time is a series of ten *Indian Melodies*, harmonized and arranged for the piano by Arthur Farwell. The spirit of the Indian is preserved beautifully in these little melodies, and they are heartily recommended to teachers and all who are interested in the Indians, as worthy of careful study. The ten melodies are Approach of the Thunder God, The Old Man's Love Song, Song of the Deathless Voice, Ichibuzzi, The Mother's Vow, Inketunga's Thunder Song, Song of the Ghost Dance, Song to the Spirit, Song of the Leader Choral. The collection is bound in heavy red paper, with cover design by a Kiowa Indian. There is an eight-page introduction. (The Wa-Wan Press, Newton Center, Mass. Price, \$1.50.)

Temperance Helps is a practical little book intended for the primary teacher. The talks were given by the author, Miss L. Mabel Freese, in the year 1899-1900 in the Pond street school, Bangor, Me. Miss Mary S. Snow, formerly superintendent of Bangor, says in her introduction that the book has not been written in the library of the professional bookmaker, but has been worked out day by day in the school-room. The twelve temperance lessons include: Frances Elizabeth Willard, The Apple and Cider, Our Bodily House, Right and Wrong Use of Grains, The Rooms of Our Bodily Dwelling, The Care of Our Body, Tobacco, Patriotism, Frances Willard Day, Neal Dow, Kindness—For Bird Day, Our Watchmen. Each lesson is accompanied by an appropriate poem, illustrative anecdote or story, with board outline for original reproduction. (The Woman's Temperance Publishing Association, Chicago.)

Adele Millicent Smith, secretary to the president of Drexel Institute and instructor in proofreading, has issued two practical books designed for use as text-books in schools. They are *Printing and Writing Materials: Their Evolution*, and *Proofreading and Punctuation*. The former is a manual of 200 pages, attractively bound in cloth and contains twenty illustrations. It treats of printing, reproductive processes, writing materials, bookbinding, type-founding, and type-setting. The work on "Proofreading and Punctuation" treats of proofmarks, preparing copy, and reading proof, sizes of type, faces of type, job work, type founding and typesetting, reproductive processes, paper making, technical terms, punctuation, and modern languages. The latter is an especially valuable feature. Under this head the alphabets, ortho-orthographical marks and accents of the English, French, German, Spanish, and Italian languages are given, and special attention is called to errors likely to be made in writing these languages by persons not natives of the countries. Miss Smith writes with great clearness and simplicity. The works are not only of practical value to authors, printers, and proofreaders, but are also of interest to the general reader and writer. (Published by the Author.)

Greek Art, by T. W. Heerman, Ph. D., Yale university. This brief sketch was written originally as an introduction to a descriptive catalog of fifty large carbon photographs illustrating the rise and progress of Greek and Roman art. While it makes no pretense to being more than the barest outline of the subject, it may attract some readers who would not feel inclined to open a more extended work. It is issued both in paper and boards, and is illustrated by pictures of fine specimens of Greek art. (A. W. Elson & Company, Boston.)

How to Teach Reading and Composition, by J. J. Burns, Ph. D. This book is designed to help the teacher to prepare for the labor of training pupils to read the English language. It aids in guiding the student in obtaining culture from a book, and in training him to express what he may know with clearness and grace. The quotations chosen are suitable for the purpose; to some, notes are appended; of others, questions are asked. Sometimes both modes are used. Suggestions are given for the production of compositions on the selections read. The book is attractively illustrated, and our primary teachers will find it timely and serviceable. (American Book Company, New York. Price, 50 cents.)

Humors of all kinds are prolific of worse troubles. They may be entirely expelled by a thorough course of Hood's Sarsaparilla.

The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

WEEK ENDING MAY 10, 1902.

President Tomas Estrada Palma's reception by his Cuban compatriots promises well for the development of the new republic. All party feeling and jealousies have been buried, and the man who contested President Palma's election, as leader of the opposition, has come out unreservedly, cordially, and with unmistakable proofs of friendship for the support of the first administration under home rule. "What has this to do with education? Why does THE SCHOOL JOURNAL editorially refer to this matter which is so completely outside of the field of teaching?" Because President Palma was a teacher up to the time of his election to the present office. His academy at Center Valley, N. Y., has done a noble work in laying the educational foundation of many good lives. That passion for freedom which urged Señor Palma to sacrifice all he had, for the liberation of the Pearl of the Antilles from oppression and foreign rule was no stronger than his passion for educating the young. Attainment to freedom was to him synonymous with attainment to education. While he urged and aided the young to acquire intelligence and general culture, his chief anxiety was ever for the development of character. "Be good men, be noble women!" pervaded all of his talks to young people. The young Cubans who gathered to hear him in different places and on various occasions always caught the inspiration of his message; and as I watched the faces of the young Cuban women at New Paltz when they listened to his address and informal talks, it was evident that his words were received as a benediction, and strengthened the resolve to strive for perfection in womanhood and to make the best of the opportunities offered for acquiring qualifications necessary to become good teachers consecrated to the service of Cuba and of humanity. Hail to Tomas Estrada Palma the teacher! May his administration as first president of the Cuban republic be blessed with abundant success.

A circular has been received decorated with enticing dollar symbols and promising "the greatest percentage of profit" on investment in the company of which Dr. E. H. Cook of unforgotten, if peculiar, ascension to prominence in the educational field, is president. Accompanying the circular is a letter bearing the signature of the selfsame doctor, urging members of the National Educational Association to purchase stock "at once, before the price is advanced." The reason given for offering to educational workers this wonderful opportunity of doubling their money is "on account of my connection with the National Educational Association formerly as president and now as a life director." The presidency of the N. E. A. must certainly be a thing worth scheming and wire-laying for if its quondam possession invests one with a pull upon the purse-strings of the members, whose names and addresses may easily be obtained from the secretary. Those who have not the time to go into training for the presidency may find it profitable to purchase a life directorship, and thereby acquire in return for their investment the privilege of advertising speculation schemes, missing letter puzzles, beauty lotions, points on the races, and what not. "As a life director of the N. E. A., I take the liberty of addressing you" is a card of introduction worth money, if one is not over much encumbered with tact so as to hesitate about making use of the title.

*It was to be, and in fact was, expected that some people would find fault with the proposition of THE SCHOOL JOURNAL to secure a foundation for a Parker Memorial fund by bringing out a special edition of the famous

"Talks on Teaching." Ideally judged, without even the slightest vestige of consideration of the frailties of human beings, and in this case particularly teachers, it might appear that a Memorial fund ought to be collected entirely by the efforts of a committee of teachers without offering anything in return for the contributions. It is the old story of attacks upon fairs and balls for charity purposes. Wiseacres will always furnish abundant statistics to prove that more might be accomplished by asking people to contribute directly what they would spend upon dress and in preparation for these occasions, and that many more thousands of dollars might be turned over to charity organizations. Those, however, whose idealism has been tainted by experience with commercial transactions tell a different story, and their advice, tho not robed in the super-mundane dignity in which the plans of their ideal brethren present themselves, has the advantage that it is shaped with a view to securing actual results. And tangible results are what we are most concerned about, because we are in earnest about this matter of securing a suitable fund in a way most worthy of teachers.

Firstly, every teacher ought to be acquainted with Parker's ideas concerning teaching. In order to appreciate somewhat the services of the man to whom the Memorial is to be dedicated, they would naturally want to purchase "Talks on Teaching," and would gladly welcome the addition of a well-written biography and of careful estimates by leading educators. If this enlarged book can be furnished at a price cheaper than the edition already in the market, so much the better for the purchaser. This much is certainly clear.

Second, the sale of the book, including proper advertising, mailing, etc., involves time and expense. The publishers, no one will deny, have the best facilities for producing and distributing the book. Their employees are paid and are held to strict account. Hence, more satisfactory service can be rendered to those desiring the book than could be under a committee neither qualified nor in position to handle the purely business side.

Third, the publishers derive no more benefit (as a matter of fact, considerably less) from the sale of their special Memorial edition than they would obtain from an ordinary sale of the regular edition. Close calculation was made and the price fixed at a figure barely sufficient to cover necessary expenses.

If the kind critics will keep these three points in mind and reveal their interest in a Memorial to Colonel Parker by lending a helping hand rather than by standing on the highway croaking, the cause they appear so anxious for will be the better served.

However, there is no cause for discouragement. Many of the best men and women of the profession have already come forward and placed themselves frankly in sympathy with the plan. Assurances have been received from the following that they will serve as members on the Memorial committee, as proposed in these pages: Drs. E. Oram Lyte and James McAlister, of Pennsylvania; Dr. John W. Cook, of Illinois; Dr. Charles D. McIver, of North Carolina; Dr. Edward T. Pierce, of California; Drs. Samuel T. Dutton and Amos M. Kellogg, of New York.

At the suggestion of a friend of Colonel Parker whose advice is highly valued, the publishers are now adding a new proposition. They mean to issue a large, nearly life-size photogravure portrait on India paper of the Colonel, to be sold at ten dollars, half the money to be set aside for the Memorial fund, the balance representing the actual expense of producing and handling the picture. The edition will be limited to 200 and no other copies of the same kind will be sold after this is exhausted.

Those who desire copies of the portrait should notify the publishers at once. Unless a sufficient number of orders are received by June 15 to ensure the sale of this limited edition the portrait cannot be issued.

The Promise of a Life.

This is the time of blossoming and promise of future beauty and fruitfulness. The birds of the air are tenderly watching over the eggs in their newly built nests to protect them from destruction, to the day when the new life developing within is prepared to enter the world of struggle and service. The buds on the orchard trees are breaking into blossom and the nurseryman looks upon them as so many prophecies of fruit and delight. The grass in the meadows, the sprouting wheat and corn in the fields, the myriads of green flowerets in the vineyards, the blossoming bushes all buoy up the heart with confident assurances of a rich harvest to come.

We may not be conscious of it, but we know that not every bird life faintly throbbing in the shell will find its way into the work-a-day world; we know that not every bud will open its glory to the sunshine, nor every blossom expand into fruit, nor every fruit attain to maturity and fulness. We do not like to think of failure and decay when all is joyous and decked with splendor. Moreover, we are confident that with so much vigorous new life about us there will be an abundance of fruitage.

The Worth of an Individual Child.

The teacher at school, especially the teacher of little children, lives in this atmosphere of springtide all the year round. The primary school is God's own precious garden. The tender lives developing here into blossom conceal within them possibilities of greater service to humanity than all that beautiful temple of nature without. Here each individual life is of immeasurable consequence and value. The founder of the Christian religion told his disciples that "Who so shall receive one such little child in my name, receiveth me," and what a terrible penalty he suggested to be visited upon him who shall offend one of these little ones.

Each single life, no matter how unattractive the house of flesh in which it is lodged, is a new revelation of a divine good-will toward mankind. If to our limited, narrow vision the import of one such life is incomprehensible, especially at the early stage of development represented in the primary school, we have only ourselves to blame. A deaf person may argue that the nightingale cannot possibly be much of a singer since its coat is so plain and its whole appearance and manner so entirely unsuggestive of that wonderful power which those only can appreciate who have listened to its song.

A teacher who fails to see educational possibilities in every single child may be sure that blindness is responsible for this failure—blindness either as regards the nature of that particular child, or blindness as regards the purpose of education. The first thing necessary for teachers afflicted with this blindness is to become conscious of their defect—not to put their conscience to sleep by lightly disposing of a single child as stupid, incorrigible, or a hopeless case. Let such teachers, like the blind men by the wayside, answer the Great Teacher's question, "What will ye that I should do unto you?" by humbly praying "That our eyes may be opened."

Drawing Near to Children.

It is well that the teacher, and again especially the primary teacher, should never for a day or for an hour lose sight of the duty of regarding each pupil as a separate individuality entitled as much to watchful care and kindly treatment as each other child, much tho he may differ from the average type in the little community of which he is a member. If abnormalities become evident justifying the teacher in the conclusion that a specialist's attention is required, then let the expert be consulted. But as long as a child is accepted in a school it behooves the teacher to be solicitous about his educational development, his well-being and happiness. Child study pursued in friendly intercourse with pupils and hearty but unobtrusive participation in their joys and interests in and out of school, together with a

continuous thoughtful study of education and school problems as presented in educational master works and worthy periodicals published in the interests of teachers—these two, the right kind of child study and the right kind of pedagogy, are aids most necessary to a proper living up to one's responsibilities as a teacher of little children.

Atmosphere of the School.

The time of greatest promise is also the time when the greatest care is required to let not one hope decline for want of watchfulness. Here is needed an instruction varied and attractive enough to touch and keep alive every healthful interest that may stir in a child mind. The relation between teacher and pupils must be governed by the same spirit that makes the relationships of the home so precious. Comenius, that grand old schoolmaster of three centuries since, put it quaintly by saying that the teacher should take the heavenly sun as his guide, which gives to the being that is growing up "(1) CONTINUALLY light and warmth, (2) OFTEN rain and wind, (3) SELDOM thunder and lightning."

All these analogies between physical nature and the laws of mental growth are very helpful if rightly interpreted; but we must never forget that the beings with whom we deal at school are immortal souls infinitely above that nature without from which the analogies are drawn. Every individuality in our school community fills a place that nothing else can supply. Nature may appear to be wasteful of her blossoms and the lowlier lives, but in this she cannot serve us as a guide.

The true teacher seeks constantly to develop and enrich the lives about her, and to lose not one of those entrusted to her watchfulness and educational care. The teacher's joy is that in working in God's garden he is rewarded with a sight of the beauties of blossoming, and encouraged by hopes of the future development of abundant fruit. There is joy in spring time.



Public Evening Trade School.

What is believed to be the only trades school in America conducted entirely at public expense as a part of the public school system is located at Springfield, Mass. This evening trades school was established in October, 1899, and as the school uses the equipment of the Mechanic Arts high school, it is a comparatively inexpensive institution. Courses are given in machine shop practice, tool-making, plumbing, mechanical drawing, pattern-making, and electricity. There is also a class in which the elements of arithmetic, algebra, geometry, and trigonometry are taught, but only in so far as practical application can be made of them to the mechanical trades.

Last year the school had an enrolment of 295. The per capita cost was \$12.36. No tuition is charged, but each member of the tool-making, plumbing, and wood-work classes is charged \$5 for incidentals and breakage. Every year the tool-making class gives over all of its products to become the property of the city. The tools are used in the machine shops of the day high school. Since the organization of the school, three years ago, this class has made tools to the value of \$675, physical apparatus worth \$40, and five speed lathes, valued at \$200, a total of \$915.

The total number of men in all the classes who are now employed as regular workmen at their trade is 209. Thus there are very few students of the school not employed. The school is therefore training the men already engaged in the manufacturing establishments of Springfield and vicinity, giving them a higher degree of skill and making them more efficient workmen. Thus they can demand higher prices for their work and give better service to their employers. The question of organizing similar schools in Cambridge, Hartford, and New Haven is being agitated. In Boston, also, a movement is on foot to run the shops of the manual training high school in the evening for trade work, but as yet no definite action has been taken in any of these cities.

The Educational Outlook.

Parker Memorial Meetings.

The public schools of Leadville, Col., will hold memorial exercises for Colonel Parker on May 23. On the afternoon of that day there will be brief programs in all the schools of the city, for the benefit of the pupils. At the close of the session a general teachers' meeting will be held in the high school building, to which the public will be invited. Souvenir programs containing a portrait of Colonel Parker are being planned. Since many of the Leadville teachers were pupils of Colonel Parker, the memorial will be of special interest and value.

A Parker memorial institute was held in Durham, N. H., May 2, under the auspices of the Strafford County Teachers' Association. It was one of the most interesting, inspiring, and satisfactory institute meetings ever held in the state.

Supt. Charles W. Bickford, of Manchester, was the first speaker. He gave a brief account of Colonel Parker's work in the schools of Chicago, and then described more at length his observations of these schools as they now are.

Dr. A. E. Winship, editor of the *Journal of Education*, Boston, gave an address on "Colonel Parker as a Leader," a full report of which will be printed in these pages next week, together with an analysis of some of the criticisms advanced.

After the election of officers for the coming year, State Superintendent Folsom told the teachers something of "Colonel Parker's Life and Work."

The paper on "The Meaning of Colonel Parker's Work to the Teachers and Schools of New Hampshire," by Mr. J. C. Simpson, of Greenland, was read in his absence, by State Superintendent Folsom.

Dr. Fred Gowing, of Belmont, Mass., a former state superintendent of New Hampshire, closed the exercises with a bright and witty address on "The Importance of Local History."

New Educational Association.

At the recent educational convention at Chicago an organization of university professors of education was formed. Thirty-five institutions in different parts of the country were represented. The purpose of the organization is to study the relation of the educational to the other departments of the university, and to make investigations regarding the teaching of educational subjects. The affairs of the organization are in the hands of an executive committee, consisting of Prof. John Dewey, of the university of Chicago, chairman; Prof. M. V. O'Shea, of Wisconsin, secretary; Dean James E. Russell of Columbia, Professor Hanus, of Harvard, and Professor Brown, of the University of California.

English Among Porto Rican Teachers.

The native teachers of Porto Rico are making great efforts to acquire a working knowledge of the English language. There are in the island about 900 of these native teachers, divided into three classes: Rural teachers, with a salary of \$20 a month; grade teachers, who are paid \$10 a month in the smaller towns, and \$50 in the larger towns; and principals of schools, who have \$75 a month. Most of them have families to support.

The department tries to have one teacher of English in each school building, who can go from class to class, taking the primary work in all subjects with the small children in the morning, and teaching English to the other classes in the afternoon. In this way after a few years, as the smaller children enter higher grades, the schools will be able to do all their work in the English language and to use English text-books. The bulk of the instruction is now, of course, given in Spanish.

The educational department has provided for an examination in English of native teachers on June 7. This examination will be voluntary, as teachers will not be refused their certificates for next year should they fail

or stay away. The mark obtained in English will, however, be entered upon the certificate of each teacher, so that local school boards may, if they see fit, give preference to teachers with some knowledge of English. The teachers are enthusiastic, and are forming classes to improve their knowledge of English in preparation for the examination.

Commissioner Samuel M. Lindsay suggests that in view of the great poverty of these teachers, a small cash prize would be a great stimulus to further exertion. The department would like to offer in each of the three classes of rural, grade, and principal teachers, as a first prize \$50, as a second prize \$25, and additional prizes of \$10 for the third and fourth best showing made in each class. The sum of \$300 contributed for this purpose would accomplish great good.

Notes on European Schools. IV.

By DR. JOHN T. PRINCE, Agent Mass. Board of Education.

(Concluded.)

Reforms.

Probably no question of school administration is more generally discussed in one form or another than that of how far the public schools shall be directly controlled by the people. Changes in the name of reform are constantly being made toward the centralization or decentralization of systems, the direction of effort depending upon their nature and history. Thus, in this country, or in that part of it where local control and support of schools are greatest, there is a disposition to adopt the practices of centralized systems by putting an increasing amount of power into the hands of small appointed boards, and by giving over to professional experts the direct management of the schools. In France and Germany, on the other hand, where centralization is greatest, the movement of reform is in the direction of giving the people more responsibility and greater power in the management of the schools, altho as yet but little has been done in this direction. In England, great strides have been taken, first in making elementary education free, and recently in extending the benefits of secondary education by the establishment of the higher-grade board schools. The hold that these higher schools have upon the people was shown by the surprising opposition shown to the recent governmental measure of taking them out of the hands of the school boards, and of otherwise endangering their usefulness.

While these movements of centralization and decentralization in the interests of the schools are going on, we find that the schools everywhere are being adapted more and more to the needs of the people. Freedom of opportunity for the children and youth to do the most for themselves is keeping pace with the extension and liberalizing of the course of studies,—features which, as we have seen, are more apparent in America than elsewhere. While in a certain sense the means to be employed in reaching the great ends of education must be identical in all countries, it will be admitted that each country has its own peculiar problems to solve.

The dangers as well as advantages of centralization and decentralization must be kept in mind by those who are shaping the educational policy. To us the greatest danger lies in bringing politics and favoritism into the management of the schools. In a letter recently received from an English educator, who has lately visited our schools after an interval of ten years, there was expressed the opinion that during the interval of absence the influence of politics in the schools had manifestly increased. This opinion from an impartial and friendly observer ought to open our eyes to certain positive dangers of local school management, and lead us to adopt to a limited extent some of the centralized features of other countries. The aim above all others which should now occupy our attention is the securing of

skilled teachers and superintendents for the schools. That there has been a gain in this direction during the past few years there can be no doubt. To make secure and extend the gain thus made it will be necessary to make universal and obligatory the practices relating to appointments which now exist in the best-favored localities. All other reforms sink into insignificance beside that of securing for all parts of the Commonwealth efficient teachers and a wise direction of their work. It is interesting to note the similarity of reforms in this and other countries. In the last revised instructions issued to his Majesty's inspectors of England, and applicable to the code of 1900, the following paragraph appears:—

The alterations made in recent codes have been mainly directed towards securing: (1) greater financial stability of schools; (2) more freedom and flexibility of classification among scholars; (3) a more liberal and practical curriculum for schools generally; and (4) provision for the special circumstances of small schools, especially in rural districts.

This statement of what has been done in England exactly describes the present direction of effort in Massachusetts. It is to be hoped that our efforts in the ways indicated will continue, until it can be said that the classification of schools and courses of studies are such as will permit the needs of each individual pupil to be fully met, and that the state and local support of public education is so adjusted that instead of a burden it will become to every taxpayer a glad privilege, given in the interests of a more prosperous commonwealth and a nobler manhood and womanhood.

American Standards and Ways of Improvement.

I am aware that most of the features of excellence in the practices of other countries here outlined may be found to some extent in our own country, and that we have only to watch their working under home conditions, and, if seen to be effective, to extend them. This, in fact, is the only orderly way of making and improving a system of schools. Good things in this country must not be imposed from without or from a central board, but must grow into favor with the people by discussion and successful practice. Such has been the course of every good feature of our schools which from extended practice can be called distinctively American, whether it had its beginning here or not. This may be said to be true of our primary school reading, our primary drawing and color work, our system of electives, the self-government of our pupils, and the organic connection of all parts of our school system. All of these features we have made our own by discussion and successful practice, and they may well challenge the attention and admiration of our friends across the water. To these will be added in the near future other features which are proving their excellence, and which will be all the more permanent and effective if they are clearly seen to realize our highest ideals after a successful trial.

Arbor Day in New York State.

The public schools of New York city and state celebrated May 2 as Arbor day. Vines and seeds were, planted in schools where it was not practicable to set out trees. Exercises were held to widen the pupils' knowledge of local trees, shrubs, and bird life.

Last year 16,701 trees were planted in 9,803 school districts of New York state. Dr. Skinner says that the thousands of trees planted by pupils have without doubt materially advanced public sentiment in favor of the preservation and restoration of forests. This sentiment has found expression in laws establishing the state preserve in the Adirondacks, and in the organization of the School of Forestry under the direction of Cornell university.

It is believed that excellent results may be secured in the next few years by concentrating attention particularly upon the improvement of school grounds. Thru the liberality of Mr. William A. Wadsworth, of Genesee, N. Y., the state superintendent of public instruction is able to offer cash prizes of one hundred dollars for the best and fifty dollars for the second best kept school

grounds in the state. The competition is open to all district schools of New York state whose grounds are not within the limits of a city or an incorporated village.

School Law: Recent Decisions.

Compiled by R. D. FISHER.

Matrimonial Bonds Abrogate Teaching Contract.

The plaintiff, Miss Alice E. Thomas, secretly married a Mr. Roberts and signed her maiden name to her contract as a teacher at Plainfield, Ind. This was in September. Two months before the township trustee had told her he would not employ a married woman as teacher. Miss Thomas told him she was not married and did not purpose marrying during the school year. Learning of the secret marriage, just before Christmas, the trustee discharged plaintiff and employed another teacher. Miss Thomas sued the township to recover pay for services during the remainder of the term. She asserted that she was ready to complete her contract and only failed to teach because the trustee would not let her. She recovered judgment in the circuit court, but the trustee appealed and the judgment of the lower court was reversed. Gifford School Township *vs.* Roberts, Indiana App. C. February 2, 1902.

School Taxation Limitations.

1. Sec. 63 of Pub. Laws, so far as it authorizes sub-school districts of a city to levy taxes for building purposes, is not repealed by act of March 22, 1877, and its supplement of March 16, 1878, placing on the central board of education the power to determine the amount necessary for conducting the schools; provisions for building not being included in such power.

2. The provisions of the act of February 12, 1869, Sec. 63, limiting the special tax for building which the sub-school districts may levy to the amount of the regular annual school levy, is repealed by the subsequent legislation. Under this latter there is no regular annual tax for sub districts, but only for the district as a whole. Judgment for dismissal affirmed. *Mellor, et. al. vs. City of Pittsburg.* Penn. S. C. January 6, 1902.

Voluntary Payments—Defective Statements.

Section 652, Rev. Codes, requires that salaries of county superintendents of schools shall be computed upon the basis of the number of schools or separate departments of graded schools presided over by superintendents, which have been taught at least three months in the preceding year. Salary shall not be computed upon the number of schools which have been taught less than three months. The construction of this section is not of that doubtful character which would warrant the courts in following a contrary interpretation placed thereon by the department of public instruction.

2. This action was brought by plaintiff to recover a balance alleged to be due him for salary as county superintendent. The county interposed a counter claim for an alleged over-payment of salary, induced by plaintiff's defective statements to the board of county commissioners of the number of schools in the county. It is held that, as the overpayments were made under a mistake of fact and were induced by plaintiff's false statements, they were not voluntary payments, and can be recovered by the county. It is held, further, that the doctrine of voluntary payment does not apply to payments made from public funds by agents of municipal corporations whose duties and powers in reference thereto are limited and defined by law. The direction of a verdict against the county on its counter claims upon the ground that over-payments were voluntary was erroneous, and the judgment must be reversed. *Wiles vs. McIntosh county, North Dakota S.C.* January 31, 1902.

Buying School Equipment Without Authority.

Judge Cofer, of the Hendricks county, Ind., circuit court, has made a ruling of vital importance in township affairs which goes far to nullify the township reform law. The trustee of Franklin township bought some furnaces for his school-houses. He issued township warrants for them without the advice or consent of the advisory board. The holder of the warrants sued for collection. The defendant school township pleaded that the warrants were issued contrary to law and were therefore worthless. Court held that the act of March 4, 1899, was subsequent to the township reform act, approved on February 27, 1899, and, by implication at least, it repealed the latter in so far as they conflicted. The defendant township asked for a change of venue and it was granted. The effect of this ruling, if sustained by the higher court, is that township trustees, under act of March 4, 1899, have the right to buy school furniture, apparatus, etc., without the consent of the advisory board—the very thing the reform law seeks to prevent.

Dr. Hale's Working Rules.

In a recent address to University of Chicago students, Dr. Edward Everett Hale gave what he terms three practical working rules. His suggestions are applicable to teachers as well as to students. They are:

Keep out in the open air as much as possible.

Have faith in your neighbor.

Make a practice of engaging in conversation each day with some one whom you know to be your superior.

Gordon Memorial College.

The regular work of the Gordon Memorial college at Khartoum in the Soudan will be started next year. A beginning has already been made in organizing the work and for two years there have been carried on at Omdurman and Khartoum an industrial school, two primary schools, and a small training college. Lord Kitchener was the originator of this plan for a memorial college to General Gordon. About three years ago he asked the British public for \$500,000 to establish an institution that would aid in piercing the darkness of the ignorance in the Soudan. In less than two months the sum asked for was subscribed, and was exceeded by more than \$100,000. It was announced at the beginning that no attempt would be made to undermine the religious faith of the inhabitants, and that instruction would be given, so far as possible, in Arabic.

Manual Training in New Jersey.

NORTH PLAINFIELD, N.J.—The old education gave us the three R's and the new gives us the three H's—the education of the head, the hand, and the heart, says Supervising Principal Homer J. Wightman, of the North Plainfield, N.J., schools, in his annual report. Manual training cultivates the genius for doing, and doing well, in his belief. It gives tact, adaptability, self-control, and a knack for doing what emergencies demand. It helps towards earning an honest living. Labor is dignified, the body is set to work, eye and hand and brain together. Judgment is cultivated. It develops those who are "handy" and who have the power to grasp any occupation. An education which wholly mental leaves out a most important part.

In our theories as to what a school should be we are shifting over from a basis of How much do you know? to How much can you do? From an education that emphasizes information and bookishness to an education that gives a masterful acquaintance with action, with things.

Principal Wightman says, in reviewing the progress of the last five years, that during this time an entirely new course of study has been gradually worked out. By the elimination of obsolete matter and the lessening of waste thru faulty methods and commonplace teaching, the grading in North Plainfield has been raised at least one year so that the eighth grade now covers the ground formerly reached only by the ninth grade.

An attractive building for manual training has been erected on the Vine street front of the high school lot. This building contains kitchen, equipped with twenty-four individual outfits; a wood shop, with eighteen benches, lockers, and complete tool sets for sloyd, joinery, and carving; a laboratory with twelve individual desks for experimental work in chemistry and physics, and a large kindergarten room accommodating seventy pupils.

The cooking department receives especial commendation from Mr. Wightman, as it is doing excellent work. The girls constituting the class are intelligent and enthusiastic. The work being done is fully appreciated in North Plainfield.

Latin to Stay.

The committee on the Philadelphia high school for girls has recommended to the board of education that Latin be continued in the general course for at least the first two years, with German or French

elective studies during the last two years. This course will be extended into the third or fourth year, if it can be done without abridging other essential studies.

Open Day in a Model School.

MONTREAL, CAN.—At "Open Day" of the McGill model school, March 27, many parents and friends of the school were entertained. The walls and blackboards were adorned with flags, flowers, drawings, and other work of the children. The kindergarten, as always, was the center of attraction; the visitors were numerous, and the interest in the little people never appeared to wane. The morning talk was on "Waking up," and the ingenuity of the children in discovering things that wake up impressed the lookers on as an object lesson in the usefulness of the kindergarten. But the most impressive exercise with these little people was the oral French lesson, in which the babies obeyed commands in French, told little stories about their own movements, issued orders, and played a game, all in the French tongue.

In the transition class the proportion of work increases as the proportion of play decreases. Words and sentences are made with boxes of letters, arithmetic is taught in connection with stories, and the blackboard is largely used. Every phase of this work was exhibited on "Open Day."

The teachers realized the impossibility of being able to do justice to themselves and their pupils in one exhibition day, so they made a collection during the year of the representative work in writing, dictation, arithmetic, drawing, reproduction and original stories. These were fastened to the walls and were the subject of comment and praise by those who examined them.

A feature which is of exceptional value in the work of this school is the instruction in Bible history, and in the third grade elementary a very interesting lesson was given during the forenoon on the exodus of the children of Israel. The little people learned to trace the journeys of the chosen people on maps of home manufacture.

The discipline of this school is toward self-government. In the primary grades the teachers are sympathetic and yet they expect to be obeyed unquestioningly. As the little people advance in grade they become familiar with the rules and the spirit of the school and self-government comes intuitively, as it were. Plenty of work of the right kind is given the children, and the question of discipline really resolves itself into a question of accomplishing what has been assigned in a given time, thereby leaving no opportunity for disorder.

Cooking, modeling, wood-carving, and sewing exhibits were a proof of the practical character of the girls' model school course. The drawing exhibits showed what excellent results may be obtained by young people who have had careful training.

At about half past three the girls of Model III. dispensed refreshment to the teachers, parents, and friends in the kindergarten rooms. The young ladies had reason to be proud of their skill in the domestic science line. They played the part of hostesses with a daintiness and courtesy that augured well for their future as home-keepers and dispensers of hospitality.

Public Education Meeting.

BALTIMORE, MD.—The fifth annual conference of the Eastern Public Education Association was held in Baltimore May 13. The leading topic of discussion was "The School house as an Object Lesson in Utility and Beauty." C. B. J. Snyder, superintendent of school buildings, New York city, spoke on "School Architecture." Mrs. Schuyler Van Rensselaer, president of the New York Public Education Association, discussed "School Decoration," and George Sawyer Kellogg, curator of Teachers college museum, Columbia uni-

versity, addressed the conference on "The Development of an Ideal Collection of Illustration for Use in Schools, Derived from all Sources."

Professor Woodberry's Popularity

For a number of years, in fact since a short time after Seth Low became president of Columbia university, Prof. George E. Woodberry has had charge of the department of comparative literature. A year or two ago Prof. Woodberry, for the sake of continuing certain undergraduate classes, asked the president for an assistant. As the trustees were unwilling to furnish the money President Low took care of the matter himself. There has recently been some talk of curtailing the department, thus removing all undergraduate work from Prof. Woodberry's personal care. As he is one of the most popular professors in the university the students protested in a body against being deprived of his lectures. A mass meeting was called, and the following resolutions were passed:

Resolved, That we, the students of the four classes of Columbia college, in mass meeting assembled, respectfully address these, our expressions of opinion and feeling, to our new president, Nicholas Murray Butler, protesting to him against a policy which, if carried out, would make for the vital injury of Columbia college; and, be it furthermore

Resolved, That President Butler be requested to convey to the trustees at their next monthly meeting, Monday afternoon, May 5, the sentiments herein contained, including our suggestion that their step has been taken thru a misconception of the value of the work of Prof. Woodberry and his department and our hope and expectation that such step be reconsidered and that Prof. Woodberry receive all such assistance as he shall from time to time reasonably require; and, be it finally

Resolved, That if after having carefully considered these resolutions, the trustees shall find it impossible to expend at the present time the necessary outlay for the support of the department of comparative literature, then we, the students of Columbia college, agree by popular and voluntary subscription to provide the funds for the required tutorship in comparative literature, with the idea that the corporation will take upon itself this academic responsibility as soon as it is able.

The matter was referred, as the students requested to the trustees, who gave President Butler full power to act in the affair. The final decision has not yet been reached, altho Dr. Butler has assured committees of the students that all connected with the university are in full sympathy with Professor Woodberry, and that there is no controversy whatever between him and the university authorities.

Adelphi's Good Fortune.

Lieut. Gov. T. L. Woodruff, president of the board of trustees of Adelphi college, Brooklyn, has announced that John D. Rockefeller has given \$125,000 to the institution. The gift is subject to the usual condition that the friends of the college shall raise a like amount to be paid into the college treasury before July 1, 1903. This gift from Mr. Rockefeller is the only one ever made to an educational association in Brooklyn by a person not a resident of that borough.

The trustees of Adelphi college, Brooklyn, have announced that the entire sum of \$125,000 necessary to secure John D. Rockefeller's conditional gift of a like amount has been pledged.

Mr. Rockefeller Once More.

ITHACA, N. Y.—When Lord Kelvin visited Cornell May 2, President Schurman took advantage of the occasion to announce that the necessary \$25,000 required by the John D. Rockefeller fund was assured and that \$25,000 of the amount would be spent in erecting a hall of physics.

In and Around New York.

Thursday, May 1, was installation day which represent the best work of American and other kinds. Officers elected for the ensuing year are: Dr. James P. Haney, president; Henry E. Jenkins and Miss Ida Teed, vice-presidents; Miss Estella Spencer, secretary; James B. T. Demarest, treasurer, and Mrs. Mary R. Davis, Miss Emma A. Klauser, Miss Caroline F. Cobb, Miss Teresa L. Atkinson, and Charles W. P. Banks, executive committee.

The New York Schoolmasters' Club will meet at the St. Denis hotel on Saturday evening, May 10. Prof. Will S. Monroe, of the Westfield, Mass., state normal school, will deliver an address on "Lessons from European Schools." Miss Saidee Vere Milne will give readings, which will be interspersed with vocal solos by Miss Ida Mae Pierpont.

The house and lecture committee of the New York Teachers' Association, of which Magnus Gross is president, announces that the Teachers' Choral society will give a concert in the concert hall at Madison Square Garden, Friday evening May 16, beginning at 8.15 o'clock. The concert will be given under the direction of Louis L. Lambert, and the society will be assisted by the following persons: Miss Ednorah Nahar, dramatic reader; Hans Kronold, cellist; Miss Marie S. Dax, soprano; E. Wedekin, tenor; Miss Mary Louise Thomas, contralto, and William F. Quigley, bass. Members desirous of securing seats in advance may obtain two reserved seat tickets on presenting membership tickets at 166 East 60th street, any day next week between 4.00 and 5.30 P.M. There will be a nominal charge of fifty cents for box seats.

The New York Association of High School Teachers of German will hold its regular meeting on Saturday, May 17, at 11 A. M., in room 9, of the School of Pedagogy, Washington Square. Dr. H. Zick, of the DeWitt Clinton high school, will speak on "The German Instruction in the Third and Fourth Year of the High School." A cordial invitation to be present is extended to all interested in the subject.

Reports are current in educational circles to the effect that Dr. Maxwell will resign the superintendency of the public schools to become president of City college from which General Webb is expected to retire. The salary of the president is \$10,000. General Webb has held the position for many years.

Last winter the New York legislature passed a bill providing that members of the faculty of the City college could voluntarily resign on a pension after a stated time of service. General Webb will probably take advantage of the opportunity thus presented. Mr. Edward Lauterbach, president of the board of trustees, as reported in the New York *Times*, says that in the event of a change an attempt will be made to get the best available man, but that nothing has been done in the matter as yet. "Dr. Maxwell," he continued, "is a good man and has few equals as an educator. It is possible, however, that the board of education would be unwilling to allow him to leave his present position. The presidency of City college is certainly worthy his ambition or that of any other good man. The 2,300 boys connected with the institution are sincere and earnest in their efforts to secure an education. Still thus far nothing has been done officially by the board of trustees relative either to the retirement of General Webb or the appointment of a successor.

Seventy-five members and friends of the Teachers' Art Club were present at the tenth annual meeting, which was held May 2 at Normal college. Dr. J. Haney presided. Henry W. Belknap delivered an address on "Some American Craftsmen and Their Work," and his remarks were illustrated by a number of beautiful vases

The kindergarten system of the city is being rapidly extended. Dr. Jennie B. Merrill, director of this branch of the work in Manhattan-Bronx says that there are now 110 kindergarten classes in the localboroughs as compared with eighty-one a year ago. She adds that some trouble is being experienced in finding teachers, and six afternoon classes are without teachers.

There is considerable talk in school circles in favor of Dr. James P. Haney, supervisor of manual training for Manhattan, as one of the district superintendents for the city. Dr. Haney's supporters are emphasizing two points. One is that the value of manual training should be recognized by giving a high supervising office to an expert in that branch. The other is the matter of economy. It is held that if one of the district superintendents is put in charge of this division of the school work, the directorship can be abolished, and \$3,500 be saved thereby. If Dr. Haney is made a district superintendent, having the direction and care of the manual training in the schools, the city will secure a man of long experience along this line, and at the same time save considerable money. It is said that Dr. Haney has the strong support of several members of the board of education and superintendents.

A citizen of New York city who has for some time maintained a kindergarten on Spring street has just given to the New York Kindergarten Association \$40,000 as an endowment to secure the continuance of the work. This is the first kindergarten in the city to be fully endowed, altho Boston, Philadelphia, and various Western cities have one or more.

The kindergarten association is at the present time maintaining twenty schools at an annual cost of about \$1,400 each. Only a small amount of the total sum expended is assured by endowment. Several of the schools are memorials, but their support is dependent upon the life of the benefactors. Children are taken into these kindergartens at the age of three years, or two years before they are admitted to the public schools. There are at least 100,000 children of this age in the city, who spend their time in the streets when the weather will permit.

After a successful season the classes in sight-singing, ear-training, and tone-placing conducted by Clarence T. Steele in his studio have closed until October 7. Mr. Steele has been of much assistance to choir singers whose ability to read music was not as great as their vocal talent. He has also been successful in instructing those whose sense of tone relationship was not up to the necessary standard.

The recent annual report of the New York Free Circulating Library for the Blind states that during the last year 108 volumes of books and thirty pieces of music were added to the catalog, making a total of 1,548 books, and 412 pieces of music. The circulation during the year was 7,240 books, and 780 pieces of music. The treasurer's report shows a balance on hand of \$555.65.

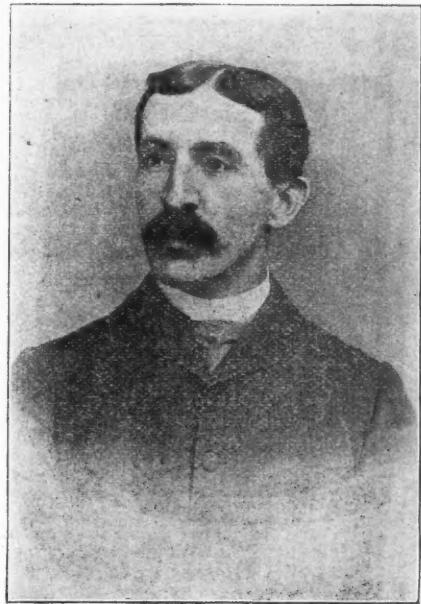
The new reformatory school recently added to the penal institutions of New York has been opened. The school is situated on Hart's island. Instead of sending boys between the ages of sixteen and twenty-one to the work-house on Blackwell's island, as has hitherto been necessary, they will go to this school, where

they will be taught arithmetic, reading writing, and spelling. Teachers will be selected from the civil service lists. Commissioner Hynes of the department of correction, says that there are already about a hundred boys in the school.

Dr. Dwyer's Installation.

No recent promotion in New York city has been received with more general approval than the election of Dr. John Dwyer as district superintendent. It is a move in the right direction that such a man as Dr. Dwyer should be selected for the position simply on his previous scholastic record, without any effort on his part.

Dr. Dwyer's work as principal of P. S. No. 8, where the presence of a large number of Italian pupils made the problem a difficult one, was recently discussed in THE SCHOOL JOURNAL. His work, however, was not confined simply to his own school. He was the founder and first president of the Society for the Study of Class-room Problems, one of the most flourishing of the purely professional organizations among the city teachers. He has frequently lectured on pedagogical subjects and has been prominently identified with the City Teachers Association. He has also been



Dr. John Dwyer.

president of the Male Teachers' Association.

Dr. Dwyer has taught in New York for eighteen years, but before coming here he had received thorough professional training and had laid a broad foundation for his later work. He was born in Liberty, N. Y., and was graduated from the academy of that town in 1873. After teaching in various country schools, he completed the course at the Albany normal college in 1879. He came to New York in 1884 as first assistant in P. S. No. 9. In 1897, he was appointed, from the first eligible list of principals to the vacancy at the head of the King street school where he has since remained. For several years he was instructor in the east side evening high school. He has received two degrees from New York university—master of pedagogy in 1897, and doctor of pedagogy two years later.

Kindergarten License.

The written examination of applicants for licenses as kindergarten teachers in New York city will be held by the board of examiners Tuesday, June 10, 1902. The examination will begin at 9 in the morning, at the hall of the board of education, Park avenue and 59th street, Man-

hattan. The following qualifications are necessary for entrance to the examination: (a) Graduation from a high school, or an equivalent academic training, and graduation from a school for the professional training of teachers having a course of two years, at least one of which has been devoted to the theory and practice of kindergarten work. (b) Graduation from the four-year course, including a kindergarten course of two years, in a state normal school or a college. (c) Graduation from a school for the training of kindergartners having a course of at least one year, together with successful experience in kindergarten teaching for not less than two years.

Applicants must pass written and oral examinations in the following subjects: (a) Theory and practice of kindergarten teaching; (b) free-hand drawing; (c) singing and piano playing; (d) physical exercises appropriate to the kindergarten.

Educational Meetings.

May 16.—New England School Superintendents, Boston, Mass.

May 19 and June 30.—The two summer sessions of the Ferris Institute open on above dates. W. N. Ferris, Big Rapids, Mich.

June 10-16.—North Carolina Teachers' Assembly, annual session, at Wrightsville, N. C. W. D. Carmichael, Jr., Durham, N. C., secretary and treasurer.

June 19-21.—Georgia Educational Association will meet either at Tybee, Cumberland Island, Ga., or at Tallulah Falls. G. G. Bond, president, Athens, Ga.

June 24.—New York State Music Teachers' Association at Newburg-on-the-Hudson.

June 30, July 1.—University Convocation, at Albany, N. Y. James Russell Parsons, Jr., secretary, Albany, N. Y.

June 30.—July 5.—National Association of Elocutionists. Virgil A. Pinkney, Cincinnati, O., president.

June 30—August 8.—Northern State normal school, Marquette, Mich. D. B. Waldo, principal.

June 30—July 1.—New York university convocation at Albany.

About July 1.—Kentucky Educational Association, at Lexington. W. W. White, Alexandria, secretary

July 1-3.—West Virginia Educational Association, Mt. Lake Park.

July 1-3.—Pennsylvania State Educational Association, Pittsburg.

July 1-4.—Southern Educational Association, Chattanooga, Tenn.

July 1-3.—Seventy-second annual meeting of the American Institute of Instruction, at Burlington, Vt.

July 2-3.—New York State Teachers' Association, at Saratoga Springs. Supt. H. P. Emerson, Buffalo, president; R. A. Scaring, Rochester, secretary.

July 2-3.—New York State Society for Child Study, at Albany. Dr. S. H. Albro, secretary, Fredonia, N. Y.

July 7-11. National Educational Association at Minneapolis, Minn. Wallace G. Nye, chairman local executive committee

William H. Griffith, M. D., of London, England, says: "I consider five-grain antikamnia tablets the best treatment for women. The lady to whom I am giving them had never been free from pain at periods. She was always obliged to take to her bed the first day, but since taking the tablets she has been perfectly free from pain. I prescribe two tablets for a dose." —The Stylus.

Summer Schools.

June 2-27.—Galesburg Kindergarten Normal school. Adda R. Robertson, secretary.

June 5-Aug. 20.—Campbell university, summer Latin school. Address D. H. Sprong, principal, Holton, Kan.

June 5-Aug. 5.—Kansas State normal school, Emporia, Kan. J. N. Wilkinson, president.

June 9 to July 19 and July 21 to Aug. 29.—Illinois State Normal university, Normal, Ill., two summer sessions. Address David Felmley.

June 10-Aug. 19.—Valparaiso college and Northern Indiana normal school. H. B. Brown, president, Valparaiso, Ind.

June 13-Aug. 2.—Ohio university summer school. Dr. Alsten Ellis, president, Athens, O.

June 13-July 25.—University of Nebraska, summer session, Lincoln, Neb.

June 16-July 26.—State University of Iowa. Address President G. E. McLean, or Dean L. G. Weld.

June 16-July 26.—Summer School under auspices of Denver Normal and Preparatory School Ex-State Superintendent Fred Dick, Denver, Col., principal.

June 18-Aug. 30.—Summer School of Education, the University of Chicago. Two terms, each of six weeks.

June 19-Aug. 30.—New England conservatory of music; private teaching during entire vacation period. Frank W. Hale, Boston.

June 19-July 31.—University of Tennessee summer school.

June 23-Aug. 1.—Northern Illinois State normal school, summer term, DeKalb, Ill. John W. Cook, president.

June 23-August 1.—Vanderbilt university summer school. Dr. T. J. McGill, secretary, Nashville, Tenn.

June 23-Aug. 1.—Ott summer school of oratory. E. A. Ott, Drake university, Des Moines, Ia.

June 23-Aug. 1.—Armour Institute of Technology, Chicago. Victor C. Alderson.

Beginning June 23.—Virginia School of Methods at the University of Virginia, Address Supt. E. C. Glass, Lynchburg, Va.

June 23-Aug. 21.—Drake university, summer Latin school, Des Moines, Ia. Address Prof. Wilbert L. Carr.

June 24-Aug. 8.—Mt. Union college, Alliance, O. Address, President A. B. Riker.

June 23.—Aug. 1.—Vanderbilt university, summer school. Dr. J. T. McGill, secretary, Nashville, Tenn.

June 25-Aug. 8.—Summer session of University of Michigan, Ann Arbor, Mich. John R. Effinger, Jr., secretary.

June 30-Aug. 8.—Benton Harbor college, summer session, Benton Harbor, Mich.

June 30-July 12.—San Francisco session of national summer schools. Address S. C. Smith, 321-325 Sansome street, San Francisco.

July 1-4.—Music Teachers' National Association, Put-in-Bay, Ohio. A. L. Manchester, Wellesley Hills, Mass., president.

July 1-Aug. 10.—Yale summer school of forestry, Milford, Pa. H. S. Groves, director, New Haven, Conn.

July 1-Aug. 1.—Wesleyan university summer school of chemistry and biology.

July 1-Aug. 5.—Sloper school of oratory, Chicago. H. M. Sloper, president.

July 2-Aug. 13.—Biological laboratory of Brooklyn Institute of Arts and Sciences. Address Franklin W. Hooper, 502 Fulton street, Brooklyn.

July 2-Aug. 28.—Chautauqua assembly, Chautauqua, N. Y. Address Chautauqua Assembly, General Offices, Cleveland, O.

July 3.—New York Society for Child Study, at Saratoga, N. Y. Principal Myron T. Scudder, of New Paltz Normal school, president.

July 5-Aug. 15.—Harvard university summer school of arts and sciences, Cambridge, Mass. J. L. Love, clerk.

July 6-Sept. 5.—Catholic summer school of America, Champlain, assembly, Cliff Haven, N. Y. W. E. Mosher, secretary, 39 E. 42d street, New York.

July 7-Aug. 30.—Kindergarten training school, Grand Rapids, Mich. Summer term; address Clara Wheeler, secretary 23 Fountain street, Grand Rapids.

July 7-Aug. 15.—New York university summer school. Marshall S. Brown, secretary, University Heights, New York.

July 7-Aug. 1.—Claremont summer institute. E. E. Leighton, secretary, Claremont, N. H.

July 7-Aug. 15.—Columbia university. Address Administrative Board, summer session, Columbia.

July 7-Aug. 16.—Cornell university, summer session, Ithaca, N. Y. Address Registrar Cornell university.

July 7-Aug. 8.—Dartmouth summer school. Prof. W. D. Worthen, director, Hanover, N. H.

July 8-August 5.—Summer school for teachers in nature studies and in country work and pleasures. Connecticut Agricultural college, Storrs, Conn.

July 8-Aug. 8.—Marthas Vineyard summer institute, Cottage City. Address William A. Mowry, Hyde Park, Mass.

July 8-25.—American institute of normal methods, Eastern session, Boston, Edgar O. Silver, president, 29 East 19th street, New York. Western session, Northwestern university, Evanston, Ill., same date.

July 8-Aug. 8.—Massachusetts state normal school, Hyannis, Mass. W. A. Baldwin, principal.

July 9—August 6.—Sharon Summer School of Nature Study, Sharon, Mass. Address G. W. Field, director, Massachusetts Institute of Technology, Boston.

July 14-26.—New school of methods in public school music, Chicago. Address American Book Company, Chicago.

July 14-Aug. 8.—University of Minnesota. Address, D. L. Kiehle.

July 15-Aug. 20.—Summer classes for the study of English. Address Mrs. H. A. Davidson, M.A., No. 1 Sprague Place, Albany, N. Y.

July 21-Aug. 15.—Lewis county, N. Y. Summer School at Port Leyden, N. Y. School Commissioner, Ottilia M. Beha, of Constableville, N. Y., will be supervisor.

July 21-Aug. 2.—Chicago session of national summer school. Address Miss Ada M. Fleming, 378-388 Wabash avenue, Chicago.

July 22-Aug. 8.—Summer school of science for Atlantic Provinces of Canada. J. D. Seaman, Charlottetown, Prince Edward Island, secretary.

July 26-Aug. 6.—University of California, summer session. Address Rector of the Faculties, Berkeley, Cal.

August 6-11.—The Negro Young People's Christian and Educational Congress, Atlanta, Ga.

AN OPEN LETTER

To Presidents of Normal Schools
To School Superintendents and Principals

We confidently assume that many, if not all, who receive this are already doing or planning to do whatever circumstances will permit in aid of the Parker Memorial and the wide circulation of his "Talks on Teaching."

The popular interest which is being shown in the man and his work and in this memorial movement is most gratifying.

It is not only Colonel Parker who is being honored; it is the profession to which you as well as he belong.

America is only beginning to rightly value the profession of the teacher, and it is well worth while to stimulate the remarkable public interest which the death of Colonel Parker has awakened, for the sake of the influence it will have on the future of the profession and of the advance of education.

We are ambitious, for the sake of the cause as a whole, that this movement shall be highly successful.

Will not you bring to bear whatever influence you can, and set at work whatever, even small, forces you can (committees or individuals) to the end that a copy of Parker's "Talks on Teaching" shall be placed in the hands of every teacher with whom you are in any way associated?

As a small stimulus, which will be gratifying in itself, as well as a slight reward for extra effort, we propose to send free to every school whose corps of teachers number not less than six, and each of whom orders a copy of the book, a set of our Educational Portrait Portfolio (10 great educators) including a specially fine portrait of Colonel Parker mounted for framing.

The same will also be sent free to any school whose corps of teachers numbers not less than twelve, not less than three-fourths of whom order the book.

These Portraits, and especially Colonel Parker's, ought to find place on the walls of every American school.

Cordially thanking all who are taking an interest in this most creditable movement, we are,

Sincerely,

61 E. 9th St., New York City.

E. L. Kellogg

The Book and the Author

Parker's "Talks on Teaching," new Memorial edition (limited—half price), with Life, and estimates of his genius and work by noted educators; two new and fine portraits; fine cloth binding. Price, postpaid, **60 cents**. *Now ready.*

Even at this reduced price, **10 cents** on each copy sold goes to the cost of a permanent monument, a fund for which is in the charge of a committee of leading educational men, so that every purchaser thereby contributes to the fund.

I am most heartily in sympathy with your plan and shall be pleased to serve on the proposed committee.—SAMUEL T. DUTTON, Teachers College, Columbia University.

I have always greatly admired Colonel Parker, and highly approve the form the effort to secure a memorial has taken. I will set a committee of my pupils at work for subscribers at once.—GEO. C. PURINGTON, A.M., Prin. State Normal School, Farmington, Maine.

While the great educator endeared himself to the entire land and to the world by his enthusiastic and progressive spirit, and by his fearless attack upon the irrational methods of the

school-room as he found them, Colonel Parker in a sense belonged to Illinois, and we of the Sucker State will gladly join our forces to make the work of our lamented fellow worker and leader more extended and permanent.—D. B. PARKINSON, M. A., Ph.D., Pres. Southern Illinois State Normal.

No one more than myself appreciates the great work done by Colonel Parker, especially in the breaking off of traditions that were narrow and the emancipation of pedagogical thought.—J. M. GREEN, Prin. State Normal School, Trenton, N. J.

It is one of the most helpful books in the English language. I shall call the attention of the teachers in our Summer Institute to it.—ALFRED LIVINGSTON, Supt. of Pub. Schools, Somerset, Ky.

While I was never brought into real professional connection with him, there is probably no man who has had a stronger influence on me, or to whom I owe more, professionally, than to Colonel Parker, and his "Talks on Teaching" was a whole normal school to me when I took up the subject of education in the grades.—HENRY M. MAXSON, City Supt., Plainfield, N. J.

I would be glad to do anything I can to promote the general reading of "Talks on Teaching"—C. N. KENDALL, Supt. of Schools, Indianapolis, Ind.

NEW HAVEN, CONN.—The Yale college summer school of forestry will be situated near the village of Milford, Pa., at Gray Towers, the estate of James W. Pinchot. The school was established for the purpose of providing instruction in forestry for those who do not wish to take, or are not ready, for the more advanced courses in this subject.

The building contains a large hall and three smaller rooms, which will be used as a laboratory, special library and reading room. Mr. Pinchot has given the use of his woods, a tract of about sixty acres, and considerable open field space for work in tree planting. The school will open July 1, and will continue eight weeks. It will be directed by Prof. James W. Tournay, M.S., and Walter Mulford, B.S.E. The enrollment last summer was twenty seven.

Stevenson's Courage.

While struggling with consumption, which eventually carried him away, he always preached the gospel of cheerfulness and hope. He wrote several beautiful prayers: "Prolong our days in peace and honor, give us health, food, bright weather, and light hearts." "Let us lie down without fear, and awake and arise with exaltation. As the sun lightens the world, so let our loving kindness make bright this house of our habitation." "The day returns and brings us the petty rounds of irritating concerns and duties. Help us to play the man, help us to perform them with laughter and kind faces. Let cheerfulness abound with industry. Give us to go blithely on our business all this day, bring us to our resting beds weary and content and undishonored, and grant us in the end the gift of sleep."

New Buildings.

EAST CHICAGO, IND.—The city will build two new buildings, one eight-room building at Indiana Harbor, and a two-room building at Oklahoma. Architect E. W. Bump, Hammond, Ind. Contracts let May 14. Mr. W. C. Smith is the superintendent of schools.

The training school at Waterbury, Conn., of which Miss Adelaide V. Finch is principal, is to have a new building, to be ready in September. It will be three stories high, with basement, and will contain twenty-seven rooms, including normal room, offices, teachers' room, reading-room, and supply room, in addition to the eighteen class-rooms.

The building will be fitted with all the latest improvements in school architecture. The stairs are to be of Wyoming bluestone, the floors of hard pine, and thoroughly deadened, and all finish in the corridors to be exposed brick work. The interior woodwork, of which there will be as little as possible, will be of North Carolina pine in natural finish. The rooms will be fitted with slate blackboards and bookcases built in the walls. Telephones, electric clocks, and bells will connect all the rooms.

The most approved automatic control system of heating and ventilating will be installed, so that the temperature may be kept at seventy degrees in all weathers, and the entire air in each room may be changed every fifteen minutes.

The exterior of the building is to be brick with Indiana white limestone trimmings. The steps will be of Wyoming bluestone, the underpinning of granite, and the roofs of slate. The sanitaries will be built of Alberene stone, with automatic flush tanks.

The cornerstone of St. Elizabeth's new parish school building in Philadelphia was laid May 4, with impressive ceremonies. The service was preceded by a drill and parade by the battalion of St. Francis' Industrial school, Eddington, and a battalion and parade by the cadets of St. Joseph's college. The new building will contain a basement and five stories. There will be twenty class-rooms besides rooms for the principal and teachers. Above the auditorium, which is on the third floor, are the

wardrobe rooms. Provisions have been made for a roof garden to be used for social gatherings in warm weather.

Miscellany.

In order to increase the standard of scholarship among students in the Columbia College of Physicians and Surgeons, and to attract the best class of medical students to that institution, the university trustees have decided to raise the entrance requirements for next year. Up to the present time admission to the first year class of the college has been open to any student who complied with the minimum requirements for a medical student's certificate as defined by law, which provides that a student obtaining thirty-six of the forty-eight counts may enter upon the study of medicine, making up the remaining twelve counts within the year. After July 1, 1902, no student who has not the full forty-eight counts to his credit will be admitted to the college.

A still more radical change will go into effect on July 1, 1903, when no student will be admitted who has not obtained a medical student's certificate by having successfully completed at least one full year's course in a college or scientific school in the United States or in Europe, or else by passing an entrance examination conducted in June by the college entrance board, or in September by the committee on entrance examinations of Columbia.

Mr. Harry de Windt, the daring traveler, has crossed the Eastern Siberian mountains. His journey, when the temperature was sometimes sixty-three degrees below zero is vividly told in *Harper's Magazine* for April. Hamlin Garland's stories have been popular from the first, inasmuch as this writer speaks from the heart. His mountain descriptions are so vivid and sublime that one always leaves them with an Oliver Twist feeling for "more." He writes well because he selects subjects with which he is familiar, and weaves in experiences from real life. His latest book, published by Harper, bears the seductive title, "On the Trail," and if it is equal to his others it certainly will bear reading and re-reading.

Writers of established reputation must often wonder where the literary taste of the general public is being led astray. Such a host of new authors is to the fore nowadays that the average reader loses sight of old, established names. Yet the older literary men and women keep steadily on in their chosen field, and when they have anything of value to offer to the public they come forward with it. *Harper's Literary Gossip* for May gives us a brief note about W. D. Howells' new book, "The Kentons," and publishes the comforting announcement that the works of Dickens are now having a more extensive sale and a greater popularity in England than those of Hall Caine and Marie Corelli.

A new biography of William Black is the subject of a humorous paragraph in which the well-known author figures in an amusing situation.

Spring Medicine

There is no other season when good medicine is so much needed as in the Spring.

The blood is impure, weak and impoverished—a condition indicated by pimples and other eruptions on the face and body, by deficient vitality, loss of appetite, lack of strength, and want of animation.

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Make the blood pure, vigorous and rich, create appetite, give vitality, strength and animation, and cure all eruptions. Have the whole family begin to take them today.

"Hood's Sarsaparilla has been used in our family for some time, and always with good results. Last spring I was all run down and got a bottle of it, and as usual received great benefit." Miss BEULAH Boyce, Stowe, Vt.

Hood's Sarsaparilla promises to cure and keeps the promise.

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Pears' is the purest and best toilet soap in all the world.

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A New Departure.

The Chicago, Milwaukee & St. Paul Railway has recently put in service on its Pioneer Limited trains the largest and handsomest dining car ever built. It is eighty-two feet in length from tip to tip, and its body is six inches wider and higher than the usual dining car. It seats thirty-six people comfortably in movable chairs, and has a kitchen large enough to permit the working of six cooks which, with six waiters and a conductor, make up the crew. The dining cars heretofore in service did not provide sufficient space to properly care for the large number of patrons of the Pioneer, so that it became necessary to have a larger car.

\$50.00 Round Trip to California.

Chicago and Northwestern Railway from Chicago May 27-June 8. The New Overland Limited, the luxurious everyday train, leaves Chicago 8:00 P. M. Only three days enroute. Unrivalled scenery. Variable routes. New Drawing Room Sleeping Cars and Compartment Cars, Observation Cars (with telephone). All meals in Dining Cars. Buffet Library Cars (with barber). Electric lighted thruout. Two other fast trains 10:00 A. M. and 11:30 P. M. daily. The best of everything. Daily and personally conducted tourist car excursions to California, Oregon, and Washington. Apply to your nearest ticket agent or address H. A. Gross, 461 Broadway, New York city.

Pennsylvania Railroad Summer Excursion Tickets.

On May 1, 1902, the regular Summer excursion tickets via all-rail routes to all the principal Summer resorts east of Pittsburgh and Buffalo will be placed on sale at ticket offices of the Pennsylvania Railroad Company.

These tickets will bear the usual Summer excursion limit of October 31, 1902.

The Pennsylvania Railroad Summer Excursion Route Book for 1902 will be issued, as heretofore, on June 1.

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Personally-Conducted Tour via Pennsylvania Railroad.

The battlefield of Gettysburg, and the National Capital in all the glory of its spring freshness, are attractions so alluring that few would feel like refusing to visit them. It is to place these two attractions within easy reach of every one that the Pennsylvania Railroad Company announces a tour over the interesting battlefield, thru the picturesque valleys of Maryland, and an entertaining stay at Washington.

The tour will leave New York 8:00 A. M. and Philadelphia 12:20 P. M., Saturday May 17, in charge of one of the Company's tourist agents, and will cover a period of six days. An experienced chaperon, whose especial charge will be unescorted ladies, will accompany the trip thruout. Round trip tickets, covering transportation, carriage drives, and hotel accommodations, will be sold at the *extremely low rate* of \$22 from New York, \$21 from Trenton, \$19 from Philadelphia, and proportionate rates from other points.

For itineraries and full information apply to ticket agents; Tourist Agent, 1196 Broadway, New York; 4 Court street, Brooklyn; 789 Broad street, Newark, N. J.; or address Geo. W. Boyd, Assistant General Passenger Agent, Broad Street Station, Philadelphia.

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